Increasing Student Grades in the Process of Returning West Irian Through the Community Learning Approach to Student in Class IX.1 MTsN 4 Pasaman

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Abstract

This Classroom Action Research is the application of the cooperative learning model (group-based) applied in the classroom which is motivated by the difficulties of students in the process of grazing in West Irian. The purpose of this learning improvement action is to improve the ability of students in the process of returning the West Irian to class IX.1 students with Competency Standards (SK) Understanding Efforts to Defend the Republic of Indonesia. The results , the implementation of cycle 1 in the classroom shows that by applying/using. Group-based learning model obtained an average score of 73.68 students. In cycle 2 the average score of students rose to 77.39. With the scientific learning model based on groups, it turns out that it can increase students' abilities in the material for the return process of West Irian. This competence can be seen from the first indicator , students are happy and active in learning activities. Second , the increasing ability of students in the process of returning west Irian. Thus in the learning process students are able to build their own concepts about learning materials from the results of group learning activities, not the results of the presentation from the teacher. The teacher's role is only as a guide . This learning model is recommended to MTsN teachers as an alternative to improve students' abilities in the process of shepherding West Irian. So, it can be concluded that from the implementation of the activities in cycle 1 and cycle 2, there was an increase in the grades of class IX.1 MTsN Bo 4 Pasaman on the subject of Returning West Irian

Keywords– *Cooperative Learning Method; Learning Outcomes; Process West Irian Returns*

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1. Introduction

Basically, improving the quality of education can never be separated from the role and function of teachers as educators. Teachers are an important aspect in the world of education. This profession is a figure who plays a role in the implementation of education. Teachers have the main tasks and functions in planning learning, carrying out evaluations and making follow-up plans from learning outcomes.

Teachers will always expect that every teaching and learning process can achieve the best learning outcomes. The teacher hopes that students can understand every material being taught, students also expect that the teacher can convey or explain the lesson well, so as to obtain satisfactory learning outcomes.

The problems that occur in the field are that there are still many learning activities that are not running as they should. This can be seen from the indications that there are still many students who do not understand the teacher's explanation. There are students whose scores are always low, there are even students who cannot do the questions or if they do the questions the answers are careless. All of this shows that teachers must always make continuous improvements in their learning, so that the problems of student learning difficulties can be overcome, so that student learning outcomes achieve the expected goals.

The problems experienced by students in learning do not just appear, but there are factors that cause it. If the teacher is able to identify the causes of the problems experienced by students, then the teacher will be able to make various appropriate efforts in solving learning problems. Examples of problems that often arise in learning are students who do not understand the teacher's explanations, students' concentration in learning decreases, and after being tested at the end of learning students are not able to answer questions properly.

This condition is certainly often experienced by every teacher, especially social studies subject teachers. In general, social studies learning at MT s N 4 Pasaman is less successful in increasing student interest and learning outcomes. This learning is still considered less interesting for students. This condition is

further exacerbated by the lack of student interest in learning social studies because there is too much or too much material that is considered difficult for students.

Whereas social studies subjects are important for students to carry out the process of interaction at school. Directly these subjects can help students in living life as social beings. However, in the implementation of social studies learning in the classroom, it is very difficult to realize it properly and has not met expectations. This is caused by various factors, including social studies learning is still often given theoretically with emphasis on aspects with the teacher as a lecturer (teacher-centered). Student not at all invited directly to activities with a dynamic and competency-based learning model.

The implementation of social studies learning in class IX, especially in The material on the process of returning West Irian generally emphasizes the aspects of the activity of delivering theory by the teacher, not on the process of how to put theory into practice in actual practical activities. Learning activities tend to run monotonously so that students' motivation is low in participating in learning activities . Due to the low motivation of students in learning, it is difficult for students to concentrate. This is indicated by students arguing more or having permission to leave the classroom for various reasons.

writer also encountered the low ability of students in understanding the material in class IX.1 MTsN 4 Pasaman District of Bonjol , Pasaman Regency. The results of the assessment of the task on this competency look classically incomplete. This can be proven from the average student learning outcomes in the 20-21 / 2022 school year that out of .31 students, only 19 students were categorized with good grades (completed). While the rest is not finished yet. Thus, this material is considered classically incomplete.

Based on non-formal interviews with a number of students, information was obtained that one of the causes of the low grades of students was about the process of returning West Irian because of students do not understand the material in depth . This is further exacerbated by the learning model that is implemented is only abstract and not real. In addition, students also admitted that

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they were less motivated to learn because learning was not interesting and boring at the same time . Learning activities are only carried out referring to existing textbooks. The teacher has not developed learning activities towards active students, including carrying out observation activities around students (contextual) .

Besides that, fellow researchers at MTsN 4 Pasaman also complained about the problem they face in social studies learning . Every time carrying out learning activities on this competency, it is felt that they do not reach the target and the teacher himself is not satisfied. Students feel unmotivated and tend to be passive in learning activities. Even when the evaluation is carried out, the results obtained are not in line with expectations .

Based on what the author described above, the special classroom action research in overcoming teacher problems in carrying out learning activities about grazing West Irian in class IX MTsN 4 Pasaman needs to be implemented. If this problem is not solved by the teacher, it will have an impact on the lower ability of students to understand the lesson. So that at the next level of education students will experience difficulties in the same field.

According to behaviorism theory, learning is a change in behavior as a result of the interaction between stimulus and response or changes experienced by students in terms of their ability to behave in new ways as a result of the interaction between stimulus and response. A person is considered to have learned if he has been able to show changes in behavior. According to this theory, the most important thing is the input/input in the form of a stimulus and the output/output in the form of a response. Factors that influence learning in this theory are response reinforcement (Daryanto, 2009).

According to humanistic theory, learning is to humanize humans or it can be said that the process of self-actualization is as good as possible. The learning process can be considered successful if a student has understood his environment and himself. The influencing factors here are concrete experience, active and reflective experience, conceptualization and experimentation of a student (Daryanto, 2009).

According to the theory of cognitivism, learning does not only involve the relationship between stimulus and response, more than that, learning involves a very complex thought process. Knowledge is built within an individual through a continuous process of interaction with the environment. The basic assumption of this theory is that every person has experience and knowledge in him which is arranged in the form of a cognitive structure. The learning process will run well if the new subject matter adapts (continuously) "fits" with the cognitive structure that a child already has (Daryanto, 2009).

According to the flow of cybernetics, learning is a process of processing information. This theory developed in line with the development of information science. According to this theory there is no single learning process that is ideal for all situations, which is suitable for all students. In other words, an information may be learned by a student in a different way of learning (Daryanto, 2009).

According to the scholastic flow, learning is essentially repeating the material that must be studied. By being repeated, the lesson material will be more remembered or mastered. This is the same as the opinion of power psychologists, learning is a process of training the mental power of doing the same thing over and over again by practicing it, the process of doing something over and over again so that memory power will be higher if you remember something repeatedly (Sumadi, 2002).

So learning is a change in perception and understanding in the form of changes in behavior, gaining new skills that take place gradually through the best self-actualization efforts that occur repeatedly. Learning is also a processing of information received by a person as evidence of one's self-actualization. Learning achievement is the mastery of knowledge or skills developed through subjects, generally aimed at the value given by the teacher (Team Compilation of the Big Indonesian Dictionary, 2001).

Learning achievement is the result of the process of learning activities. To determine learning achievement can be done through the process of assessing learning outcomes using tests and evaluations (Zainul and Nasution, 1997). In

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everyday life, a person will generally be rewarded through his learning achievements or success.

Joyce & Weil (1996) in their book "Models of Teaching" describes several learning models with basic elements, namely (1) syntax, namely the operational steps of learning, (2) social system, is the atmosphere and norms that apply in learning. , (3) principles of reaction, describing how teachers should view, treat, and respond to students, (4) support system, all facilities, materials, tools, or learning environments that support learning, and (5) instructional and nurturant effects—results learning is obtained directly based on the targeted goals (instructional effects) and learning outcomes outside the targeted ones (nurturant effects). These five elements are tried to be described in this section so that the Learning Community Model referred to in this study is described.

The Learning Community model is difficult to define clearly because it is new and complex (Pancucci, 2007). But according to Zhao & Kuh (2004), the concept of learning community is not new at all. This concept was introduced by Alexander Meiklejohn in 1920 (Smith in Zhao & Kuh, 2004). Further development was also carried out in 1960 and 1980. Bielaczyc & Collins (in Tastra et al., 2009) revealed that learning communities are a learning culture that involves every student to make collective efforts in building understanding.

Three main ideas in professional learning communities include: 1) ensuring that students learn, 2) creating a collaborative culture and 3) focusing on results (DuFour in Huges, 2006). According to Lenning and Ebbers (in Zhao & Kuh, 2004), there are four forms of learning community. One of them is a learning community that is applied in classroom learning. In this form, the Community Learning Model is the locus of community development which is characterized by cooperative learning techniques and group process learning activities as an integrated educational approach. In accordance with the background and research objectives, the Learning Community Model referred to in this study is a form of learning community that is applied in classroom learning. Social interactions and processes are a concern in achieving learning objectives. The same thing was expressed by Syamsuri and Kennedy.

According to Syamsuri (2007), learning community is a concept of creating a learning community in schools, namely the learning process between teachers and teachers, teachers and students, students and students, and even between the school community and the community outside the school, so that student achievement can be achieved . improved. According to Kennedy (2009), the learning community tries to shift individual learning into social learning. This means that the competitive climate in the classroom must be changed to a social climate, so that there is no intellectual and experiential gap between students.

Kennedy (2009) also revealed that a teacher in a learning community has more roles to offer restatements, provide clarification, provide examples, provide summaries, motivate students to work as well as possible, and become active listeners. It provides the basis for how teachers should view, treat, and respond to students.

Engstrom & Tinto (2008) show that aspects of the learning community that contribute to successful learning are a safe and supportive environment for the learning process. This environment is created by implementing four key strategies in creating a learning community. The four key strategies include (1) the use of active and collaborative learning strategies, (2) the development of a coherent and integrated curriculum, (3) the integration of education unit services and programs in the learning community, and (4) providing encouragement and support to students to have high expectations.

Based on the research of Engstrom & Tinto, two important things can be taken in developing the Learning Community Model. First, it is very important to use collaborative learning settings in this model. Second, the teacher's role as a motivator in growing students' expectations and self-confidence which is a distinctive feature of the Community Learning Model. Collaborative and experiential learning are the keys to a learning community (Gabelnick et al. in Kent, 2009).

As a learning model in the classroom, the Pancwash concept is appropriate to be adopted in this model. According to Pancwash (2007), a learning community is a group whose members are actively involved in learning from

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each other with individual characteristics, namely (1) collaborative mindset, (2) focus on learning, (3) focus on results, (4) orientation to action, (5) collective discovery, (6) relevant information and (7) commitment to continuous improvement.

Tastra et al. (2009) developed models of learning communities based on the philosophy of John Dewey, behavioristic psychology, social psychology, and cognitive psychology. Dewey's concept (Tastra, et al., 2009) in education that the classroom should be a mirror of society and function as a laboratory for learning about real life. Dewey's idea was later developed by Thelen into a group investigation technique. It is Dewey's concept and the development by Thelen that underlies the development of the group investigation learning community model by Tastra and colleagues.

Slavin (1995) revealed the steps of the group investigation model as follows.

a. Grouping (determining the number of community members, determining sources, selecting topics and formulating problems).

b. Planning (determining what will be learned, who will do what, what is the goal) .

c. Investigation (exchanging information and ideas, discussing, clarifying, gathering information, analyzing data, making inferences) .

d. Organizing (community members write reports, plan report presentations, determine presenters, moderators and note-takers) .

e. Presenting (one community presents, another community observes, evaluates, clarifies, asks questions or responds).

f. Evaluating (each student makes corrections to their respective reports based on the results of class discussions, students and teachers collaborate to evaluate the learning carried out, conduct assessments of learning outcomes that are focused on achieving understanding).

2. Method

This research is classified as qualitative research in the form of classroom action research. Arikunto (2006: 3) describes that Classroom Action Research is an observation of learning activities in the form of an action that is intentionally raised and occurs in a class together. Thus classroom action research is research designed to help a teacher find problems that occur in his class and use that information to take corrective actions for further learning activities.

This research took place at MTsN 4 Pasaman, precisely in class IX.1 of the academic year 20 21/2022 . Geographically, this school is located in Jorong Pasar Nagari Ganggo Hilia Kematan Bonjol, Pasaman Regency. From the capital city of this school district, it is about 15 kilometers with a travel time of about 1 hour. Geographically, this school is very supportive of the learning process because the conditions are still beautiful and far from noise

3. Result and Discussion

In this case , the results and research findings that have been described in the previous section will be discussed. The discussion will focus on matters relating to the process of improving student learning outcomes regarding the process of rehabilitating the West Irian in class IX.1 MTsN 4 Pasaman .

The following describes the discussion of research with discussion aspects including planning, implementation and assessment.

a.Learning Process Planning

learning procedure is one of the important components to determine the success of a lesson. The compiled procedure contained in the Learning Implementation Plan (RPP) is a scenario that will guide the teacher during the learning process in the classroom. With the planning, the teacher has guidelines for choosing materials, methods, media, development of teaching materials for activities, guidelines for using strategies, assessment guidelines and guidelines for using effective and efficient time allocations.

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The thing that requires quite a bit of time for researchers in planning is the procurement of teaching materials to help students in the learning process about the process of returning the West Irian. In the preparation of the learning plan, the researcher also discussed matters relating to the technical implementation with the collaborator. That is, the lesson plans that are prepared before being implemented are discussed in advance both in terms of the content of the lesson plans whether they are directed (relevant) in accordance with competency standards, basic competencies, indicators and learning objectives, whether they are applicable (easy to apply) and in accordance with the conditions and circumstances of the school environment. whether the media and techniques used have also been adjusted and whether the evaluation used to measure the achievement of learning objectives is appropriate and appropriate.

The implementation of learning is carried out in accordance with the plans that have been prepared. The following discusses the results of research in connection with the implementation of learning that has been carried out in two cycles. As discussed in the theory section , group discussion learning emphasizes more on student activities.

For student activity in the implementation of learning also has not met the indicators of success, namely for interaction with new sources reaching 3.89%, student participation is 3.89%, student motivation is 3.48%, and student activity is 3.44%. From the results of the implementation of cycle 1, in general, it has not achieved the success of the learning objectives for that it is necessary to improve actions in cycle 2.

At the initial meeting, cycle I began with a question and answer session about the material. In the learning process students are given teaching materials/materials. Based on these teaching materials, students are asked to collect ideas, understand the material about the process of returning west Irian, according to the tasks given to their respective groups. In the first cycle, the weakness of the material is that it is too floating, making it difficult for students to understand it. Then at the next meeting the material or teaching materials will

be arranged more concisely and clearly. and adjusted to the level of students' understanding ability.

In the second stage, students enter the stage of presenting their assignments in front of the class . In the first cycle, there were still many students who did not want to present their assignments in the future . In cycle II, students are assisted by giving motivation that showing what we are doing is important. It turned out that this corrective action was effective, students were motivated to perform their assignments.

Based on the observation of attitudes, students seemed more enthusiastic in following the learning. Students are motivated to do writing activities and display their work in front of the class . In general, it can be said that the improvement of actions in cycle II can increase student activity in class.

Based on reflection, the factors that can increase student activity in learning are as follows:

1) Teacher motivation in learning, teachers as an important element in the learning process need to be creative in motivating students to be motivated to be actively involved in the learning process

2) The existence of learning methods that involve students, thereby increasing student motivation in learning.

3) The existence of audio - visual media in the form of inspirational shows can increase students ' motivation to learn .

4) A pleasant classroom atmosphere and work groups that allow students to interact with each other to discuss during the learning process.

For the second cycle, it can be seen that the student learning outcomes are in the process of returning the West Irian has increased by an average of 77. The highest score reached 90, while The lowest score obtained by students is 55. From the implementation of the second cycle , information is obtained that the number of students who have completed as many as 16 people and who did not complete as many as 15 people .

4. Conclusion

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Based on the results of research and discussion, it can be concluded as follows.

1. The implementation of group discussion learning was able to increase the motivation of class IX.1 MTsN 4 Pasaman students in learning about learning the process of returning West Irian.

2. The learning method with the learning community approach is able to increase student activity in learning activities. Each stage of learning shows that students are active in various activities, starting from listening to the material presented by the teacher, carrying out group discussions and presenting the results of group discussions in front of the class.

3. The existence of good learning planning , interesting teaching materials and materials , discussion groups, comfortable classroom atmosphere, adequate teacher abilities and guiding students in learning are important factors that must be considered in the implementation of social studies learning in the classroom.

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