THE APPLICATION OF CONSTRUCTIVITY LEARNING MODELS TO IMPROVE STUDENT LEARNING ACTIVITIES AND ACHIEVEMENTS ON GRADE VII SOCIAL STUDIES

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Abstract : This research is motivated by the low interest and enthusiasm of student learning towards social studies. The cause is a lack of variation in using methods in learning so that students become bored and bored. In addition, the student's considered social studies as rote learning, when teaching teachers lack interaction with students, so there were still students who did activities outside of lessons, such as drawing, daydreaming and talking without focusing on learning. In this study aims to answer about the use of constructivism learning methods can improve the activeness and learning achievement of class VII students. This type of research uses classroom action. This research was carried out in collaboration with social studies teacher class VII. This research is an effort to improve the activeness and learning achievement of students in social studies through constructivism learning methods in class VII students. Classroom action research is carried out in two cycles. Each cycle is a series of activities consisting of 1) planning, to identify problems and plan learning activities, and make other research instruments 2) Acting, carrying out learning in social studies subjects. 3) Observing, retrieving data about results through tests and observation sheets, 4) reflecting, retrieving data about results through tests and observation sheets, and analyzing observational data of all subjects. This study uses the constructivism learning model during social studies learning. The results of this study indicate that the use of constructivism learning models can increase student activity toward social studies. It is proven by using the constructivism learning model that is able to improve student learning achievement and completeness, seen from the average formative test results in each cycle, namely 40% pre-cycle, 65% in the first cycle, and 85% in the second cycle. Referring to the research, it is advisable for teachers or prospective teachers to always improve learning innovation by using media and learning methods.

Keywords : constructivism learning model, learning activities and achievements

I. INTRODUCTION

Improving the quality of education is a top priority in the implementation of education. Through the Ministry of National Education, the government has sought to improve the quality of quality education such as improving curriculum, providing learning materials, improving teacher quality and providing learning facilities.

In order to improve learning achievement, especially to spur mastery of subject matter in junior high school, it is necessary to improve the teaching and learning process, including social studies, in order to obtain better results. Success in the sense of achieving instructional goals

depends largely on the ability of the teacher in order to manage the learning process. In a more substantial sense, that the learning process to this day still gives teacher dominance and does not provide access for students to develop independently through discovery and thought processes.

The cause of the above problems is that the teacher uses many methods that make students less active in the teaching and learning process such as the lecture method. As a result the teacher is more dominant in the teaching and learning process so that the activity and motivation of students is less. This difficulty may also occur in class VII students. Therefore, it is necessary to choose the right learning method. Based on the results of the initial observations of the researchers above, students generally do not have cooperative learning interactions which means they have not learned together in a group, where students are still learning individually without exchanging ideas. Difficulties are also experienced by the teacher in choosing the right learning method and in accordance with the character of students in school so that students are motivated in learning so they can learn actively.

To overcome the above problems, learning needs to be carried out which includes improvement of learning models that help empower students' reasoning, especially for social studies. One effort that can be taken to improve the quality of education is by applying a learning model that provides opportunities for students to find their own problem solving. One learning model that is tried to be implemented is by applying constructivism learning that emphasizes the use of learning scenarios, student activity sheets, and observation sheets designed to influence student interaction patterns, so that students are motivated to learn. Where constructivism is taught, students are required to be more active in making connections between their knowledge and their application in their daily lives. Thus, the researcher is interested in conducting research with the title: "The application of the learning model of constructivism to increase student activity and learning achievement in social studies in class VII, because this learning is fast and easily understood by students".

II.   METHOD AND RESEARCH DESIGN

2.1 Type of Research

The type of research used is classroom action research (CAR). Classroom action research is research conducted by the teacher or researcher in the classroom, with the aim of improving and improving learning processes and practices (Aqib, 2009: 39). This classroom action research method emphasizes a study that is truly from the natural situation of the class.
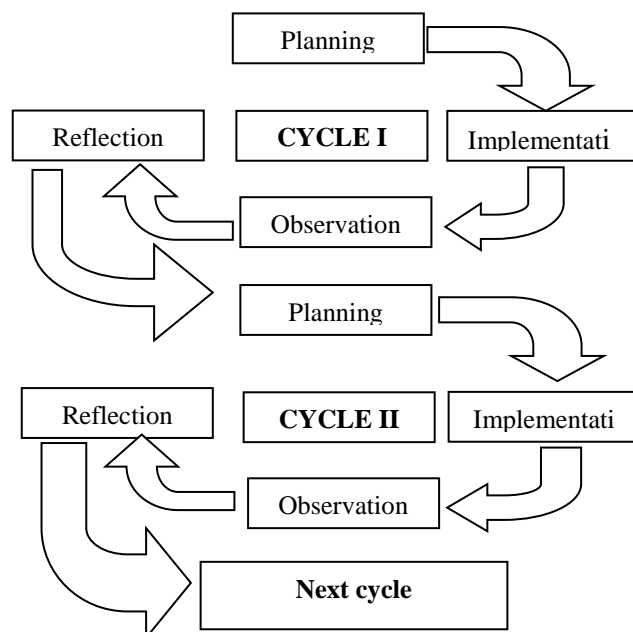
2.2 Research Approach

As for the approach used in this study is a quantitative approach used to obtain data in the form of values, this approach is obtained from the results of student evaluation. While the qualitative approach is used to obtain data about the learning process, this approach is obtained from interviews and observations (Sugiyono, 2006: 43).

2.3 Research design

The design in question is an action in the form of increased activity and learning

achievement with the application of constructivism learning to students of class VII with

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                    │   Planning   │
                    └──────────────┘
┌──────────────┐    ┌──────────────┐    ┌──────────────┐
│  Reflection  │    │  CYCLE I     │    │Implementati  │
└──────────────┘    └──────────────┘    └──────────────┘
                    ┌──────────────┐
                    │ Observation  │
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                    │   Planning   │
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┌──────────────┐    ┌──────────────┐    ┌──────────────┐
│  Reflection  │    │  CYCLE II    │    │Implementati  │
└──────────────┘    └──────────────┘    └──────────────┘
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                    │ Observation  │
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              │      Next cycle      │
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the material that is observed or research is human material in pre-literacy. In this class action research design will be carried out in several cycles. The implementation of the actions of each cycle consists of planning, implementing actions, observation and reflection as shown in the figure below:

Figure 01. Chart of classroom action research

Each cycle in classroom action research consists of (4) four stages, namely planning, action, observation and reflection. The detailed action planning for each cycle can be described as follows:

2.4 Research Instruments

Research instrument is a tool or facility used by researchers in collecting data so that the work is easier and the results are better, in the sense that it is more accurate, complete and systematic so that it is easier to process.

The instruments used by researchers in this study are:

a. Learning implementation plan (RPP)

It is the teacher's activity in planning learning and how it is implemented in the classroom, which is in accordance with the constructivism learning model.

b. Observation sheet

As an instrument of activities carried out by teachers and students during the teaching and learning process takes place. The activity can be known by the teacher activity observation sheet and observation sheet of student activities.

c. Student Worksheet

As an instrument, activities carried out by students during the teaching and learning process take place by filling in the exercises available in the LKS.

d. Test learning outcomes

In this study the learning outcomes test used is an essay form taken from several textbooks based on the curriculum and approved by the teacher in the study field. This instrument is structured to find out how far the level of student understanding in mastering the material that has been delivered.

2.5 Data analysis

Data analysis is a process that details formally to determine the theme and formulate hypotheses as suggested by the data as an attempt to provide assistance on themes and hypotheses (Moleong, 2004: 57).

To find out the activeness of students and teachers in learning, it is done by determining the ideal maximum score, ideal mean and standard deviation. The provisions of the observational data in the form of scores are processed by the formula:

  a. Calculating individual abilities
    1) SMI (ideal maximum score)
    2) MI (ideal mean)
    3) SDI (ideal standard deviation)
    4) Level of ability

  b. Determine the GPA

    Mean = Σfx / N

    Description: Σfx = number of frequency words with middle values

    N = number of all students

    M = average value

    GPA = M / SMIx100

    Information:

    GPA = group achievement index

    M = mean or average value

    Msi = ideal maximum scale

    100 = fixed numbers

    This is a bit of a guideline as a guide in determining the group achievement index (GPA).

    0-30 = very low

    31-54 = low

    55-74 = medium

    75-89 = high

    90-100= very high

2.6 Work Indicator

Indicators of success in this class action research are as follows:

1) The success of this study is seen from the results of student learning achieved classical completeness, namely if 85% of students get a score of 75 at the time of evaluation.

2) The success in this study is seen from the minimum student learning activities in

the active category in the learning process using the constructivism method, that is, when students' learning activities are at $3,5 \leq AS \leq 4,5$.

III. RESULTS AND DISCUSSIONS

In this study will be described the description and results of pre-cycle, cycle I, and cycle II as well as the results of testing the hypothesis of action, which is still trying to show the root of the problem and answer the research objectives.

This classroom action research was carried out in two cycles with 3 meetings for 12x135 minutes (9 hours). The implementation of the pre-cycle action is carried out in one meeting, lasting for 4x45 minutes (3 hours), the first cycle is held in one meeting lasting for 4x45 minutes (3 hours), and so does the second cycle consisting of one meeting lasting 4x45 minutes (3 hours).

The data that has been obtained from the results of observations and evaluation results on pre-cycle, cycle I and cycle II in each cycle that has been planned and the research instruments that have been compiled will be analyzed by the methods and formulas that have been determined previously.

3.1 Pre-cycle Action Implementation

Social studies learning in pre-cycle is carried out in class VII. Each meeting lasts for 4x45 minutes. Activities carried out on pre-cycle consist of:

a. Planning
b. Acting
   1) Initial or preliminary activities
   2) Core activities
   3) Cover
c. Observation
   1) Data from observations of Master's activities
   2) Result data Observation of student learning activities
d. Evaluation

From the results of the pre-cycle analysis, the average score of students with the highest score 85 and the lowest score is 45. The results obtained in the pre-cycle are not as expected. The percentage of learning completeness was still very low because the completeness of learning had not reached 75%.

Information:
1) The number of students who complete learning   : 8
2) The number of students who do not complete learning   : 12
3) Percentage of students who complete learning   : 40%

$$\text{Learning completeness (classical)} = \frac{\text{number of students completed}}{\text{the number of students}} x\ 100\%$$

$$= \frac{8x100}{20} = 40\%$$

It was seen that out of 20 students who took part in the evaluation there were 8 students who completed learning, 2 students got very high scores were 10% and 6

students had a high score of 30%, then 12 other students who had not completed, 5 students were 25%, low 5 and very low 2. So that the completeness of learning in the pre-cycle as a whole is 40% of the 8 students who complete. This value is still less than 75% and the incomplete is 60% of 20 students. So the conclusion is that in the pre-cycle it has not yet achieved optimal learning so that it needs to be continued in cycle I.

e. Reflection.

Reflection is done with the aim to find the advantages and disadvantages that are obtained in a cycle. From the results of reflection on the pre-cycle there are several deficiencies found during the implementation of the action with constructivism learning model. As for the deficiencies that occur in pre-cycle.

1) Students do not understand the constructivism learning model so the teacher must explain to students about the learning methods applied.

2) Students cannot work together in groups so the teacher must explain to students about how to work in groups.

3) Increase references

4) Emphasis and explanation of the material so that the concept does not occur

When students work on the questions in the teacher's LKS, they emphasize to students to be truly responsible for their respective tasks, and for students who have more ability to help other friends until their friends really understand. Of the several shortcomings found when reflection becomes material for preparation in the next cycle, considering the desired results have not been achieved both from improvements in learning outcomes and student achievement so that the action will be continued in cycle I.

3.2 Implementation of Cycle I Actions

Social studies learning in the first cycle was carried out on September 16, 2015. In the first cycle, it was almost the same as the cycle but in the first cycle improvements were made to some of the shortcomings in the pre-cycle, where the improvements were in accordance with the results of the pre-cycle reflection. Learning in cycle I lasts for 4x45 minutes (3 hours). Activities carried out in cycle I consist of:

a. Planning

b. Implementation of actions

1) Initial or preliminary activities

2) Core activities

3) Cover

c. Observation

1) Data from Observation of Teacher's Activities

2) Results Data Observation of Student Learning Activities

d. Evaluation

Evaluation is done at the end of the cycle, which is at the 3rd or last hour. This aims

to find out whether students have understood well the material that has been taught. Evaluation is done by giving questions as many as 15 multiple choice questions with an allocation of 30 minutes.

Information:
1) The number of students who complete learning : 13
2) The number of students who do not complete learning : 8
3) Percentage of students who complete learning : 65%

$$\text{Learning completeness (classical)} = \frac{\text{number of students completed}}{\text{the number of students}} x \ 100\%$$

$$= \frac{8x100}{20} = 65\%$$

It can be seen that of the 20 students who took part in the evaluation there were 13 students who completed learning, namely, 3 students got very high scores were 15%, and 10 students scored high 50%, then 7 other students who had not completed that is, 4 students with moderate grades were 20 %, 2 low grade students are 10%, 1 very low student score is 5%. So that the completeness of learning in cycle I as a whole is 65% of the 13 students who completed. So the conclusion is that in the first cycle it has not achieved optimal learning so it needs to be continued in cycle II.

e. Reflection

Reflection is done after getting results from the implementation of evaluation and observation. The results of this reflection will determine which actions will continue to cycle II or be fulfilled.

Based on the results of the discussion with the teacher (observer) there are shortcomings which of course will be corrected in cycle II.

1) The teacher pays more attention to the learning implementation plan (RPP) especially the delivery of learning objectives beginning with the initial activities, core activities and closing.
2) Teacher performance must be increased again
3) Trying to motivate and focus students' attention and remind students not to do other activities during the discussion.
4) The teacher must be able to create a conducive atmosphere in the classroom, such as controlling students in the classroom so that they are more constructive in learning.
5) The teacher has not been able to confirm the time limit of activities so that the use of time is more effective.
6) The teacher must provide students with an understanding of the learning model applied.

Of the deficiencies found during reflection can be material for preparation in the next cycle, because the desired results have not been achieved and will continue in cycle II.

3.3 Implementation of Cycle II Action

Based on the results of reflection on pre-cycle and cycle I, it will proceed to cycle II and in this cycle improvements will be made from some shortcomings in the previous cycle, where improvements are in accordance with the results of pre-cycle and cycle I reflections, learning in cycle II takes place in 1 meeting for 4x45 minutes (3 hours). Activities carried out in cycle II consist of:

a. Planning
b. Acting
   1) Initial or preliminary activities
   2) Core activities
   3) Closing
c. Observation
   1) Data from Observation of Teacher's Activities
   2) student learning activities
d. Evaluation

Evaluation is done at the end of the cycle, which is at the third or last hour. This aims to find out whether students have understood well the material being taught. Evaluation is done by giving questions as many as 15 multiple choice questions with an allocation of 30 minutes.

Information:
   1) The number of students who complete learning   : 17
   2) The number of students who do not complete learning : 3
   3) Percentage of students who complete learning   : 85%

$$\text{Learning completeness (classical)} = \frac{\text{number of students completed}}{\text{the number of students}} x\ 100\%$$
$$= \frac{8x100}{20} = 85\%$$

Cycle II evaluation shows that the students' grade VII grades totaling 20 people in the second cycle can be increased again and have been able to achieve classical learning completeness, namely the number of students who have not completed as many as 3 students, namely, 0% of students who scored very low, 1 students with low grades of 5% and 2 students of moderate grades are 10%, and those who have completed as many as 17 people, namely 4 students who get very high scores are 20% and 13 students of high grades are 65% so that the percentage of completeness is 85% of 17 students which is complete. Big increase in the percentage of classical that must be achieved by students is equal to 75%, and in the second cycle the percentage of completeness can be achieved so it can be said that the learning outcomes of students can also be improved by using the application of constructivism learning models to increase social studies learning activities and achievements for students class VII.

e. Reflection

From the results of observations and evaluations of student learning outcomes, the shortcomings that exist in pre-cycle and cycle I have been addressed all but the teacher

has not reminded the previous material related to the material to be discussed, the teacher also did not discuss the problem that was considered difficult. For the sake of improving learning, researchers must try to create an interesting atmosphere in learning and the teacher gives equal opportunities to each student to answer the given practice questions.

Based on the data analysis of the results of student learning evaluation as a whole on Pre-cycle, cycle I and cycle II obtained can be made graphs to prove the improvement of each cycle.

Based on observational data of teaching and learning activities using constructivism learning model approach shows that students experience a new form of change as a whole as a result of their own experience in interaction with their environment.

Based on the results of the completeness of the learning of the seventh grade students of 20 students in each cycle, the pre-cycle number of students who completed was 8 people while the incomplete 12 students with a percentage of 40%. This shows the percentage value of completeness and the absorption of students is still low. The low student learning outcomes in Pre-cycle due to several factors including the teacher does not provide motivation because it is still in the early stages, the teacher does not emphasize students so that they help each other between groups so that some groups are less active in discussing. This causes discussion and collaboration and the teacher is also less able to create conditions that are attractive to students so that the concentration of students is not focused on the teaching and learning process. To overcome these problems improvements are made in cycle I.

The learning process in the first cycle is done as in the pre-cycle, but the teacher makes improvements based on the deficiencies found in the pre-cycle. Based on the results of the first cycle evaluation, the number of students was 20 people, who completed 13 students while the incomplete 7 students, in this cycle I students experienced an increase of 65%.

The increase and percentage of student learning completeness in the first cycle is obtained because the teacher gives motivation to students to help each other or directly ask the teacher if there are things that have not been understood and understood in the learning process. The teacher also praises students who get high grades so that students feel happy and motivated to learn. But there are still some drawbacks that the teacher has not been able to create an atmosphere that is attractive to students and has not been able to control conditions that can interfere with the learning process such as going to noisy students, so students get a score below the KKM (minimum completeness criteria) that must be addressed.

To overcome this problem, improvements were made to cycle II. The learning process in cycle II was carried out as in cycle I but the teacher made improvements based on the deficiencies found in cycle I, based on the results of the cycle II evaluation the students' values had increased from the previous cycle. The percentage of completeness of cycle II has increased from 40% to 65% and has increased 85%. Which results in an increase and percentage of student learning completeness in cycle II is obtained because the teacher provides motivation to students to help each other or directly ask the teacher if there are things that have not been understood in the learning process, the teacher tries to create an atmosphere that is interesting for students, The

teacher gives a gift to students who get high grades, besides the teacher is able to control conditions that can interfere with the learning process like going to noisy students and asking how far they understand the material being taught. The teacher also always reminds the task and the time limit of the activity so that the activity can run as planned. Although the percentage of completeness has increased in the second cycle but in the learning process in the second cycle there are still deficiencies that need to be improved, namely the teacher more often gives the opportunity to smart students to answer the given practice questions. Besides that there are still some students who are ashamed or afraid to express their opinions.

So that based on the research carried out it can be said that the application of constructivism learning models in social studies learning can improve the activities and learning achievements of VII grade students.

IV. CONCLUSION AND RECOMMENDATION

Based on the results of the study and discussion, it can be concluded that the application of constructivism learning models can improve the activities and learning achievements of grade VII students in the subject matter of human life in the preaksara period in Indonesia, in group discussions, active students in doing the given exercise questions, and not ashamed ask the teacher or the theme if you experience difficulties.

The application of constructivism learning model on social studies learning can improve student learning outcomes, it can be seen from the learning outcomes in pre-cycle obtained the average score of students is 40% with the highest score of 90 and the lowest value of 40, while in cycle I the average score of students is 65% with the highest score of 90 and the lowest value of 50, in the second cycle the teacher provides an evaluation to determine the learning outcomes of cycle II. In cycle II obtained an average value of 85% with the highest score of 100 and the lowest of 60.

So it can be concluded that the application of constructivism learning model in social studies learning can increase the activities and learning achievements of VII grade students.

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