

AN APPLICATION OF ARTICULATION LEARNING MODELS TO IMPROVE STUDENTS LEARNING OUTCOME OF GEOGRAPHIC AT SMAN I PINGGIR

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ABSTRACT

This research begins from a problem learning process that is not the learning process which is expected, which motivated the students' attitudes about learning geography, marked by students are often late entry, is less enthusiastic in accepting the material, students do not collect the teacher's task was to provide material monotonous only discourse varied and endless value learning outcomes are still under minimum completeness criteria. The purpose of this research was to obtain data and an overview of the increasing learning outcomes of students at X IIS 5 minimum completeness criteria in SMA N I Pinggir through the Articulation learning model. This research was a classroom action research consisting of two cycles. Each cycle consists of four stages: planning, action, observation, and reflection. The data obtained in the form of formative test results, observation sheets of teaching and learning activities. From the results of the analysis, it was found that student achievement has increased, in the initial condition of students completeness was only 58.82%, after conducting classroom action research, in cycle I there was an increase in learning outcomes namely completeness 76.47% and Cycle II mastery learning reached 88, 23%. The conclusion of this research is the application of Articulation learning models can improve student learning outcomes at X. IIS 5 class.

Keywords: Geography, Learning Outcomes, Articulation Learning Model

INTRODUCTION

Education plays an important role in advancing a nation. The history records that there is no nation developed without the support of its educational progress. There is a process of transformation of values and technology through education. The most important thing is to fix the national education system to advance a nation. The spearhead of the success of national education is in schools, therefore education in schools requires special attention and we need to understand it thoroughly. This is intended so that the educational process in schools runs

effectively meaning students get the knowledge they get at school and at the same time can later be used as a provision of their lives in facing the challenges of an increasingly fast-moving age. UU no. 20 of 2003 Article 1 Paragraph 1 states that education is a planned conscious effort to create an atmosphere of learning and learning process that make students actively develop their potential to have spiritual power, self-control, personality, intelligence, noble character, and the skills needed by them, society, nation, and state.

Geography is a science to support life throughout life. The scope of the Geography allows humans to get answers to questions about the conditions around them that emphasize aspects of spatial, environmental and territorial (Hermon, 2005). Geography subjects are building and develop students' understanding of the variety and spatial organization of people, places, and environments on the face of the earth. Students are encouraged to understand the aspects and physical processes that shape the pattern of the earth's surface, the characteristics and distribution of phenomena on the surface of the earth and how human interactions with their natural environment in supporting life are in line with their material demands, so students will more easily achieve the competencies expected (Hermon, 2006). Geography is learning about aspects of the surface of the earth which are all-natural phenomena or the life of humanity and regional variations, which are taught in schools and adjusted to the level of mental development of children at each level of education (Hermon, 2015).

Good learning allows students to interact with the teacher and also the environment so that the learning process is not only memorizing several facts or information, but also mental events and experienced processes. The success of educational programs through learning in schools as formal educational institutions are greatly influenced by several factors, namely: students, curriculum, education personnel, costs, facilities, and infrastructure as well as environmental factors. If these factors can be fulfilled, it certainly will facilitate the teaching-learning process, which will support the achievement of maximum learning outcomes which will ultimately improve the quality of education.

Educational goals can be achieved if the education process has been systematically and well-directed. One important part of the education process that can support the achievement of educational goals is the learning process. A quality learning process will produce quality education graduates as well. Factors that influence the learning process include teachers and

students. In the learning process, teachers and students make educative reciprocal relationships to achieve learning objectives. The reciprocal relationship requires students to be more active while the teacher acts as a guide, manager, and facilitator of the learning process. The initial conditions before classroom action research (CAR) was held, learning was mostly done by the lecture, question and answer method, and the discussion turned out to be less satisfactory, as evidenced by the students' success in mastering the material. The scope of geography only reached an average value of 66, with a percentage of completeness 58, 82%, while the KKM value of Geography subjects in class X semester 1 is 75 so that the implementation of geography learning using the lecture, discussion and question, and answer method has not been able to deliver students to achieve the expected competence.

Based on the problem above, the writer tries to improve students' motivation and learning outcomes by applying the Articulation learning model. The Articulation learning model is a model whose process is like a chain message, meaning what the teacher has given, a student must continue to explain it to other students (pairs of groups). This is where the uniqueness of this learning model. Students are required to be able to act as 'message recipients' as well as act as messengers. Hopefully, by applying the articulation learning model, geography learning is more memorable and meaningful so that it can improve the learning outcomes of Geography.

The articulation learning process model is like a chain message. This means that what has been given by the teacher, a student must continue to explain it to other students (pairs of groups). This is the uniqueness of the articulation learning model. Students are required to be able to act as the recipient of the message as well as acting as the messenger of the message [5]. The strengths of the articulation learning model are 1) All students are involved (get roles), 2) Train students' readiness, 3) Practice the absorption of understanding from others, 4) Suitable for simple assignments, 5) Interaction is easier, 6) Easier and faster shape it, 7) Increase children's participation. The steps in applying the articulation model in learning are: 1) The teacher conveys the competency to be achieved, 2) The teacher presents the material, as usual, 3) To find out the student's absorption ability, form a group of two people, 4) Assign one of the students from the pair to tell, 5) material that has just been received from the teacher and her partner listens while making small notes, then switches roles. Likewise the other groups, 6)

Assign students in turn / randomly deliver the results of their interviews with their partner friends until some students have delivered the results of their interviews, 7) The teacher repeats/explains the material if the student does not understand, 8) Conclusion/conclusion.

METHOD

Following the type of research chosen, namely action research, this research uses the action research model from Kemmis and Taggart (in Sugiarti, 1997: 6), which is spiral-shaped from one cycle to the next. Each cycle includes planning (plan), action (action), observation (observation), and reflection (reflection). This class action research applies the articulation learning model. In this study using descriptive qualitative analysis techniques, which is a research method that is describing the reality of facts following the data obtained to determine student achievement achieved also to obtain student responses to learning activities and student activities during the learning process. To analyze the level of success or the percentage of students' success after the teaching and learning process each round is done by providing evaluation in the form of written test questions at the end of each round. This research was conducted in the odd semester of the 2019/2020 school year with the subject of research at X. IIS 5 class in SMA N I Pinggir, amounting to 34 people consisting of 22 women and 12 men. Data collection techniques using observation sheets, field notes, tests, and documentation. Data were analyzed using percentages.

RESULTS AND DISCUSSION

Cycle I

1) Planning

At this planning stage the researcher prepares the following: 1) Prepares a class action research schedule, 2) Plans the material to be carried out at the time of the study to know the basic competencies that will be conveyed to students in learning, 3) Prepares the syllabus, 4) Prepares learning plan concerning the actions implemented in CAR (Classroom Action Research), 5) Preparing the media to be used at the time of research, 6) Preparing the Observation format.

2) Action

The action of teaching and learning activities for the first cycle was carried out on Thursday, September 26, 2019, 3 October 2019, 10 October 2019, and 17 October 2019 carried out daily repetitions of cycle 1 at X. IIS 5 class with the number of students 34 students with material about History of the Formation of the Face of the Earth. In this case, the researcher acts as a teacher. The learning indicator at the first meeting of the first cycle is to describe the understanding and process of the universe and the solar system. The teaching and learning process refers to the lesson plans that have been prepared. Observation (observation) carried out simultaneously with the implementation of teaching and learning. The implementation phase consists of initial activities, core activities, and closing activities.

3) Observation

The completeness of student learning outcomes in analyzing learning outcomes through the daily test of cycle 1 using the Articulation learning model can be seen in the following table:

Table 1. Recapitulation of test results in cycle 1

NO.	DESCRIPTION	CYCLE 1
1	The average value of the formative test Number of	68,4
2	students who have completed their studies	26
3	Percentage of completeness	76,47 %

Source: primary data processing 2019

From the table above it can be explained that by applying the Articulation Learning Model in cycle 1 an average value of 68.4 was obtained and students who completed only 26 people out of 34 people (only 76.47% mastery learning). These results indicate that in cycle 1 is still incomplete classically because 8 students get less than 75, namely 23.52% who are incomplete, the percentage of incomplete is still greater because the desired maximum limit is less than 15%.

4) Reflection

The reflection phase was held on Friday 18 October 2019 at the teacher assembly room in SMAN 1 Pinggir, assisted by a collaborator named Jumiatri, S.Pd. Based on observations, observations are made on student learning outcomes in the first cycle, where the results have

not yet reached the specified minimum completeness criteria because the learning process has not been maximized. In the learning process in this activity, the teacher is not good at time management, only a few students present the results of the discussion so the teacher needs to be more skilled in managing time so that the Articulation learning model runs effectively and efficiently. Students have not been able to communicate the results of their group work properly, the teacher must be more skilled in improving understanding of learning material, students are given a stimulus to be more enthusiastic in understanding the material and presenting the material by taking partner values into group values. At the time of presentation material, students not only present but receive questions and rebuttal from other participants. Based on the analysis of the data in the first cycle reflection above, it is necessary to make improvements in the second cycle. The reason for the improvement is because the targets and research targets for each learning indicator have not been achieved and the targets for learning outcomes have not been achieved, namely observations that are still below the KKM (70) and the percentage of completeness is not as expected (above 70%).

Cycle 2

1) Planning

At this planning stage the researcher prepares the following: 1) Prepares a class action research schedule, 2) Plans the material to be carried out at the time of the study to know the basic competencies that will be conveyed to students in learning, 3) Prepares the syllabus, 4) Prepares learning plan concerning the actions implemented in CAR (Classroom Action Research), 5) Preparing the media to be used at the time of research, 6) Preparing the Observation format, 7) Formative test questions.

2) Action

This second cycle of action research was conducted in 3 meetings namely on Thursday 24 October 2019, Thursday 31 October 2019, Thursday 7 November 2019 at X. IIS 5 class. In this case, the researcher acted as a teacher. The teaching-learning process refers to the learning plan that has been prepared. Observation (observation) carried out simultaneously with the

implementation of teaching and learning. The implementation phase consists of initial activities, core activities, and closing activities.

3) Observation

The completeness of student learning outcomes in the material History of the Formation of the face of the earth, regarding the earth's coating and evidence that the earth as a land. using the articulation learning model can be seen in the following table:

Table 2. Recapitulation of test results in cycle II

NO.	DESCRIPTION	CYCLE 2
1	The average value of the formative test Number of	79
2	students who have completed their studies	30
3	Percentage of completeness	88,23%

Source: primary data processing 2019

Based on the table above that obtained an average score of 79 formative tests and of 34 students who have completed as many as 30 students and 4 students have not reached mastery learning. So, classically mastery learning that has been reached at 88.23% (including the category of completion). The results of the second cycle have increased better than the first cycle. The increase in learning outcomes in the second cycle is influenced by an increase in students' ability to understand the material that has been given by the teacher, where corrective actions in this second cycle are students not only presenting the material but respond to statements, questions and rebuttal so students better understand the material. And students competing to get high scores ". Data value and completeness of learning outcomes between cycles starting from the initial conditions until the second cycle is shown in table 3 as follows:

Table 3 Learning Outcomes and completeness Between Cycles

NO.	Test Result	Initial Conditions	Cycle I	Cycle II
1	Average	62	68,4	79
2	The highest score	80	85	90
3	Lowest value	40	45	60
4	Completeness	58,82	76,47	88,23

<http://ijeds.ppi.unp.ac.id/index.php/IJEDS>

From the table above, the following bar diagram shows the comparison of learning outcomes and mastery learning achieved by students from the initial conditions and between cycles in this study.

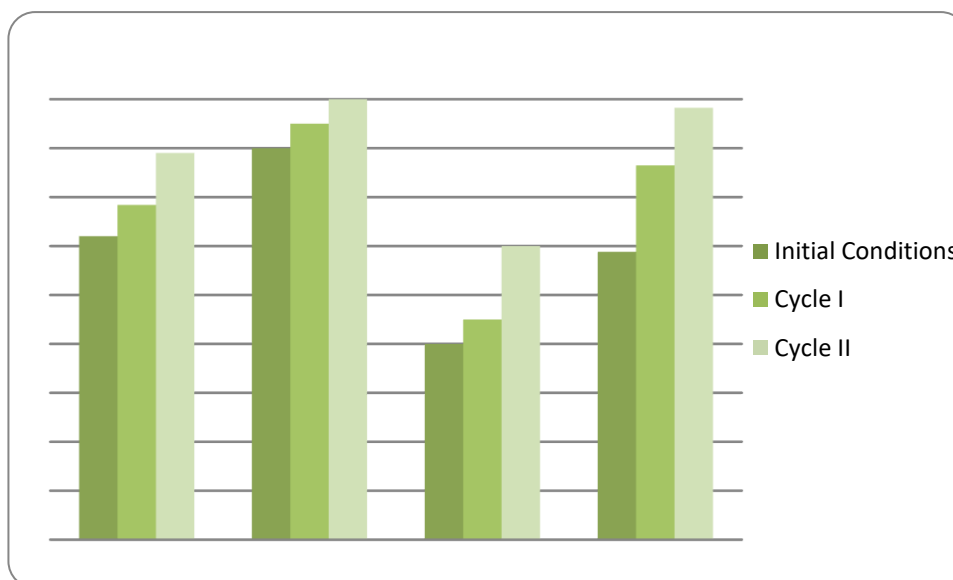


Figure 1. Facing learning outcomes and mastery learning

Based on the bar diagram above illustrates that the application of the Articulation learning model has a positive effect on students because the average value, lowest value, highest value and classical completeness from the initial conditions to the second cycle have increased. So this research was stopped in the second cycle

4) Reflection

Based on observers' observations, in the second cycle, the teacher has done the teaching process well, during the active learning process, the deficiencies in both the teacher and the student have improved and student learning outcomes have improved and this study was stopped in cycle 2. The results of this study indicate that the articulation learning model has a positive impact on improving student learning outcomes. At the end of the research action, students' learning outcomes are quite satisfying. The data recorded the percentage of minimum completeness criteria achievement has increased which is quite significant. This increase is certainly of some improvement in learning that has been done as an implementation of the reflection done. Based on data analysis, the learning outcomes of

<http://ijeds.ppi.unp.ac.id/index.php/IJEDS>

students in the articulation learning model in each cycle have increased (Ahmad, 2007). This has a positive impact on student learning outcomes that can be shown by increasing the average value of students in each cycle that continues to increase. Comparison of the percentage of minimum completeness criteria achievement in pre-cycle, cycle I and cycle II amounted to 58.82, 76.47, and 88.23.

CONCLUSION

The application of the Articulation Learning model has a positive effect, in the sense that it can increase motivation to learn, this is seen from an increase in student learning outcomes namely completeness 76.47% in cycle 1 and 88.23% in cycle 2. To carry out learning and teaching with the Articulation learning model requires careful preparation, so the teacher must choose a topic that suits the learning model

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