APPLICATION OF THE MAP-Q LEARNING MODEL TO IMPROVE STUDENT ACTIVITIES AND LEARNING OUTCOMES IN GEOGRAPHY SUBJECTS

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ABSTRACT

Tigo Lurah sub-district is one of the sub-districts in Solok Regency. This sub-district is the most underdeveloped sub-district among other sub-districts in Solok Regency. Some of the reasons why Kec. *Tigo Lurah* left behind can be seen from the access road, road network, and internet network. These things also have an impact on the education process in *Tigo Lurah*, especially SMA 1 *Tigo Lurah*. SMA 1 *Tigo Lurah* is the only small school in the *Tigo Lurah* area. This school is supported by four SMA and one MTSS. Although supported by these five schools, less than 70 students are studying at SMA 1 *Tigo Lurah*. This happens because of the large number of students who study in Vocational Schools and Madrasah in Solok City. SMA 1 *Tigo Lurah* only has students from two villages, namely *Nagari Batu bajanjang* and *Nagari Rangkiang Luluih*. The distance factor is the main thing that makes three *Nagari* such as *Garabak* Data, *Smanau*, and *Sumiso* reluctant to attend SMA 1 *Tigo Lurah*. In addition to the problem of the lack of interest in students to study at SMA 1 *Tigo Lurah*. Schools also face opposition from students who lack learning activities and learning outcomes. The majority of these students only follow the learning process just to play (fill spare time) and there is no motivation to learn. To overcome this problem the author uses a learning model that the author designed himself, namely Map-Q Based on the results of research conducted by the author, it can be concluded that: a. Learning activities using the map-Q model have increased by 16.3% while learning outcomes have increased by 28.3%.

Keywords: Constructivism Approach, Geography, Learning Quality.

INTRODUCTION

Tigo Lurah sub-district is one of the sub-districts in Solok Regency. This sub-district is the most underdeveloped sub-district among other sub-districts in Solok Regency. Some of the reasons why Kec. *Tigo Lurah* left behind can be seen from the road access, road network, and internet network. The sub-district of *Tigo Lurah* has three road networks. The first path is the road from *Sirukam* which can be used until now. The second road is the road from *kapujan-rimbo* this road cannot be used anymore because it is intended for iron ore mining so the road has been closed. The third road is the road from garabak-hiliran which can only be passed by trial bikes because the road is full of mud. Because it only has one entrance, the *Tigo Lurah* area is isolated from other areas. *Tigo Lurah* sub-district only has one access road that is often passed by two, four, and more than six-wheeled vehicles. The access road, which was paved in 2017, has been re-perforated due to the activity of wood transporting trucks that exceed the maximum weight. In addition, the clearing of land around the slopes of the road and high rainfall caused dozens of landslides along the road. Before the COVID-19 pandemic, the internet network was not smooth in the *Tigo Lurah* area. Before the pandemic, the internet network was only in certain areas. The network signal is also only able to chat with the WhatsApp application, it takes four hours

to send it. The internet network was only smooth after the viral news, students and students of *Smanau* (one of the villages in *Tigo Lurah*) sent assignments and studied online on the side of the *Sirukam-batu bajanjang* road.

These things also have an impact on the education process in *Tigo Lurah*, especially SMA 1 *Tigo Lurah*. SMA 1 *Tigo Lurah* is the only small school in the *Tigo Lurah* area. This school is supported by four SMA and one MTSS. Although supported by these five schools, less than 70 students are studying at SMA 1 *Tigo Lurah*. This happens because of the large number of students who study in Vocational Schools and Madrasah in Solok City. SMA 1 *Tigo Lurah* only has students from two *Nagari*, namely *Nagari Batu bajanjang* and *Nagari Rangkiang Luluih*. The distance factor is the main thing that makes three *Nagari* such as *Garabak* Data, *Smanau*, and *Sumiso* reluctant to attend SMA 1 *Tigo Lurah*. In addition to the problem of the lack of interest in students to study at SMA 1 *Tigo Lurah*. Schools also face opposition from students who are lacking in activities and learning outcomes. The majority of these students only follow the learning process just to play (fill spare time) and there is no motivation to learn. To overcome this problem the author uses a learning model that the author designed himself, namely Map-Q. Map-Q is a learning model that focuses on the level of questions wrapped in a mapping game. The difference between this learning model from other learning models is that the learning process is not monotonous in the classroom, it takes time to prepare for learning, and the teacher is only a facilitator when learning takes place. To deal with the problem of lack of motivation of students in the learning process, the author will use a learning model that the author designed himself, namely "Map-Q" and the author also makes a scientific article with the title "Application of the Map-Q Learning Model in Geography subjects at SMA 1 *Tigo Lurah* ".

METHODS

Based on the problems found, this type of research is descriptive quantitative research. According to Suasti (2018) descriptive research is research that is directed to provide symptoms, facts, or events systematically and accurately, regarding the characteristics of a particular population or area. The place of research is in SMA 1 *Tigo Lurah*, Solok Regency, West Sumatra. The research population was all students of X IPS SMA N 1 *Tigo Lurah*. The sampling method is the total sample method. From the total population, it can be drawn the number of samples, namely 10 people. The research measurement scale uses a Likert scale. According to Sugiyono (2013); Joshi *et al* (2015), the Likert scale is used to measure a person's attitudes, opinions, and perceptions about social phenomena. In this study, researchers used primary and secondary data. Data collection tools and techniques are observation, questionnaires, and documentation. The data analysis technique in this study uses analysis using the percentage formula, namely looking for the percentage of respondents. According to Arikunto, look for the percentage of respondents' answers by using the formula:

$$P = F/n \times 100\%.$$

P = Percentage level of answers
F = Frequency of answers or scores
n = Number of samples measurement of total school community concern for environment.

The scale used is the Likert scale, according to Filmer *et al* (1999) which states that the Likert scale generally uses five levels, where the scale is: Always or strongly agree with a

weight of 5; Often or agrees; with a weight of 4; Sometimes or less agree with a weight of 3; Rarely or disagree with a weight of 2; and Never or strongly disagree with a weight of 1. Furthermore, to measure the level of awareness of students' attitudes towards the environment, the formula is used:

$$NC=((A \times 5) + (Bx4)+ (Cx3)+ (Dx2)+ (Ex1))/N$$

Where:
NC = Value
A = Always
B = Often
C = Sometimes
D = rarely
E = never
N = number of samples.

RESULTS

Learning activity

Learning activities are all activities carried out in the process of interaction (teachers and students) to achieve learning objectives. The learning activities of X IPS students have increased from before using the Map-Q model and when using Map-Q method (Table 1).

Table 1. The Map-Q model and when using the Map-Q method

Activity	Learning model	Models with Map-Q	Percentage increase
	3	5	20,0
Visual activities	5	8	30,0
Oral activities	8	10	20,0
Listening activities	5	7	20,0
Writing activities	5	7	20,0
Drawing activities	0	0	0,0
Metric activities	4	5	10,0
Mental activities	4	5	10,0
Average			16,3%

From the Table 1, it can be seen that the average increase in student activity is 16.3%.

Learning outcomes

To provide an understanding of learning outcomes, it will be described first in terms of language. This understanding consists of two words 'results' and 'learning'. In KBBI results have several meanings: 1) Something held by a business, 2) income; acquisition; fruit. While learning is a change in behavior or responses caused by experience. 1 In general, Abdurrahman explained that learning outcomes are abilities that are obtained by children after going through learning activities. According to him, children who are successful in learning are successful in achieving learning goals or instructional goals (Table 2).

Table 2. Achieving learning goals or instructional goals

Learning outcomes	Conventional test	Test with Map-Q	Enhancement (%)
question c1	10	10	0,0
question c2	6	8	20,0
question c3	5	8	30,0
question c4	2	7	50,0
question c5	2	7	50,0
question l c6	3	5	20,0
Average		28,3	

From the Table 2, it can be seen that there is an increase in learning outcomes by as much as 28.3%.

DISCUSSION

Based on the results of research conducted by the author, it can be concluded that: a. Learning activities using the map-Q model have increased by 16.3% while learning outcomes have increased by 28.3%.

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