

Improvement of Social Science Learning Results through Learning Models of Social Interaction and Modification of Behavior

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Abstract: This study aims to describe the improvement of Social Science learning outcomes through learning models of social interaction and behavior modification based on the value of local wisdom for students of Junior High School 2 Madiun. The research method used is a classroom action research model Kemmis & Mc Taggart. Techniques of collecting data through test results and non-test results, that is, observation and documentation. Data analysis used is a model of qualitative analysis with interactive model (Milles and Hubberman, 1992). Interactive analytical models include data reduction, data presentation, and conclusion (verification). The result of the research shows the learning result before using the model of social interaction learning and behavior modification based on local wisdom value of 32 students with Minimal value of mastery score 76, students who complete 10 students (32%) and unfinished 22 students (68%), Average 75. After the implementation of the Model, students who completed 27 students (84%) and unfinished 5 students (16%) with an average score of 87. Depdiknas (2008), the learning is declared complete if 75% of students get value according to passing grade. Thus Social Learning Interaction Models and Modification Value-Based Values Local Wisdom can improve learning outcomes Students of 7th grade of Junior High School 2 Madiun.

1 INTRODUCTION

Social Science learning has been less interesting and boring. This makes students less interested in learning and their grades are low. Teachers have not mastered the competence that will be taught, there is no support of learning media, learners are not ready to receive lessons and teaching methods that monotonous teachers. Based on the observation of learning in the research location there are also the same obstacles. Learning that is carried out monotonously through lecture methods makes learners less enthusiastic and bored in learning.

In learning, students of Junior High School 2 Madiun tend to be passive and difficult to be invited to be more active and creative. When the teacher explains continuously, many students get bored and then talk to their pocket buddies and play on their own. It makes student learning outcomes low. From 32 students because 68% of students have failed the passing grade. Another case that was encountered during the observation was that social science les-

sons took place during the day less than optimal. Students feel bored, drowsy and tired quickly causing noise.

The results of the study by Agung S, Leo (2015) on "The Development of Local Wisdom-Based Social Science Learning Models with Bengawan Solo as the Learning Source" based on Local Wisdom-Based Knowledge model developed with Bengawan Solo as a learning resource can improve student learning outcomes and can improve student active-ness in learning. With the model of social interaction and behavior modification is expected to improve social science learning.

According to Dewi, Ika Nurani, et.al, (2017) from his research, about "EISII Learning Model Based Local Wisdom To Improve Students' Problem Solving Skills And Scientific Communication", EL-SII learning model based on local wisdom through the adaptation of environmental conservation values contained In the social life of the community, can develop problem-solving skills, scientific communication, and caring attitude to maintain the balance of the environment. Based on this application

of this model in grade of Junior High School 2 Madiun can improve learning achievement.

The results of the study of Anggraini, P, Kusniarti, T (2015), on "The Insertion of Local Wisdom into Instructional Materials of Bahasa Indonesia for 10th Grade Students in Senior High School", Indonesian language teaching materials containing local wisdom not only equip students with knowledge A broad, but also a strong character. Based on the results of the study, through learning social interaction and behavior modification based on local wisdom, can improve student achievement of Junior High School 2 Madiun.

The various problems above require the right solution for the target learning can be achieved. One of the steps to be taken is using Social Interaction learning model and Behavior Modification. This model emphasizes the activities and interactions among students to help each other in mastering the subject matter to achieve maximum results by providing rewards as reinforcement supporters.

2 METHODS

The research method used is a classroom action research model Kemmis & McTaggart. Classroom action research procedures are carried out on an on-going cycle basis. This classroom action research takes on the design developed by Kemmis and Mc Taggart which is the development of the Kurt Lewin concept. Kemmis Model Scheme & Mc Taggart (1990) can be seen in the following figure:

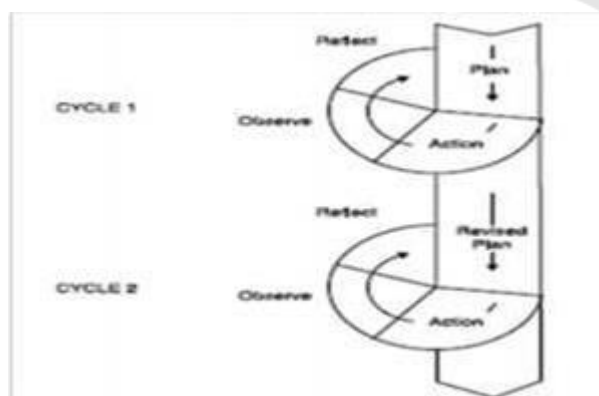


Figure 1: Model Kemmis and Mc Taggart.

Based on the Kemmis & Mc Taggart model, the research steps are carried out in four stages: Planning, Action, Observation, and Reflection.

2.1 Planning

Activities undertaken at this stage begin with the preparation of Learning Implementation Plan, observation sheet, student worksheet then proceed to prepare the test instrument and non-test. The test instrument is a matter of performance test and its assessment. Non test instrument is an observation guide sheet to observe student activity and teacher performance in learning process.

2.2 Implementation

At this stage the teacher conducts the learning based on the implementation plan of learning that has been prepared together with the researcher. The learning model used is a model of social interaction and behavior modification carried out by the re-searcher. The test given by the teacher is done at the beginning and end of the cycle.

2.3 Observation

Observation is a memorial activity that aims to document everything related to the giving of the action. Implementation of observations during the course of action. Observations were made using an observation sheet that serves as a record of events. Observation is done to the learners activities during the learning activities. Observation activities conducted at the time of the activity can be useful to correct if there are activities that are not in accordance with the original plan.

2.4 Reflection

Reflection is an important activity in research because with reflection researchers can evaluate what has been done. The reflection stage is performed to assess and analyze the process, the problems that arise, and everything related to the actions that have been done. Reflection is done to find out whether what happens in accordance with the design, whether there is no deviation or procedural error, whether the process as envisaged in the learning scenario, and whether the results have been satisfactory as expected. If it is not satisfactory because of something, it is necessary to have a revised plan, modified, and if necessary a new learning scenario is prepared.

Data collection techniques in this study were conducted through test results and non-test results, namely observation and documentation (Richard Sagor: 2005). The test technique is used to assess the learning outcomes with the cognitive domain, because after the students are given the material to know the results that have been obtained from the learning process before and after the action. While non-test in the form of direct observation is an observation made to the symptoms or processes that occur in learning situations are directly observed by observers. While the documentation is used as concrete evidence of the circumstances that occur during the process of action research took place.

The research instrument used is test, student worksheet, and observation sheet. The test is an assessment tool on mastery of the subject matter that has been submitted that must be answered by the students. The answers in the test can be either written or oral. The test used is multiple choice. The Student Worksheet is used as an instrument to assess students' activities when conducting discussions and measure students' cognitive abilities after discussions on economic activity materials. While the observation sheet is used to assess student participation in the learning process.

Data analysis used is quantitative data analysis and qualitative data analysis (Michael P. Grady: 1998) (Nataliya V. Ivankova: 2015). Quantitative data obtained from the test results to determine the extent to which improvements in student learning outcomes by scoring on student answers, looking for the average value obtained by students, and calculate students' learning mastery. While the analysis of qualitative data in the form of observation results, by providing scaled values with numbers 1, 2, 3 and 4.

3 RESULTS AND DISCUSSION

3.1 Research Results

3.1.1 Description of the Implementation of Cycle I

3.1.1.1 Planning

Planning is implemented with reference to the data and findings obtained in the initial observation activities. Planning is done covering various steps of activity. Before implementing the model of social interaction and behavior modification, the researcher prepares the following research support tools: (1) Coordinate with the social science study teachers who

have been appointed by the Principal and discuss the implementation of the model that will be done during the lesson. (2) Preparing learning tools in the form of syllabus, Learning scenario, questionnaires, field notes, competency test grid tests, competency test questions, and answer keys. (3) Setting up the PowerPoint media. (4) Prepare learning tool in the form of book package, laptop, and LCD. (5) Prepare the instruments of data collection among others as follows. (A) The list of students of class VII, (b) test result sheets, (c) sheets of student study result recapitulation, (d) field notes.

3.1.1.2 Implementation of Action

Implementation of class action in the first cycle is carried out during three meetings and ends with a test of learning outcome and filling in an attitude questionnaire. Implementation of the study was conducted on Monday, January 9 to Saturday, January 14, 2017 with Core Competence "Understanding knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related phenomena and eye-catching events. "Understanding the concept of interaction between people and space, resulting in a variety of economic activities (production, distribution, consumption, demand, and supply) and interaction between spaces for the sustainability of economic, social and cultural life of Indonesia." Allocation of time required for the implementation of first cycle action is 6 x 40 minutes.

3.1.1.3 Observation

During the implementation of the study the researchers made observations. The researchers found that some students were less active in group work. Some students bother their friends, tell stories with friends, and come out indoors. This is because collaborative lack the mastery of classroom management. As far as the observation of student researchers generally still have difficulty finding answers to the problems that must be answered. During the group discussion, students were quite active and enthusiastic. Students generally ask a lot, there are only some students who are busy telling stories, annoying their friends, and laughing at the time the group presents the results of his work. As far as the re-searcher's overall observations students are generally able to express opinions and respond to the results of other group discussions.

3.1.1.4 Reflection

Implementation of actions in the first cycle apply the steps of social interaction model using power-point and video media. PowerPoint media is used to display

images tailored to the material covered, while the use of instructional videos aims to show economic actors and deepen the students' knowledge of the topics discussed in accordance with the problems of each group. The use of both media has a positive influence on student interest, motivation, and learning outcomes. This is evident when the group reports the observations and responds. Implementation of the first cycle of the use of both media has not significantly improved the IPS learning out-comes, so additional media is needed to be used in the next cycle.

3.1.2 First Cycle Learning Outcomes

The data of the first cycle research learning results obtained from the implementation of the competency test conducted at the third meeting on Mon-day, January 16, 2017. Implementation of the first competency test followed by 32 students and held for 1 lesson. The number of items tested is 20 items with multiple choice questions. Based on the results of competency test tests conducted in the first cycle obtained data value of student learning out-comes with the following details:

Table 1: Details of learning outcomes of the cognitive sphere of cycle I.

Learning Outcome	Score	Percentage
Average value	80	-
Complete	21	66%
Not complete	11	34%
Achievement		success

Based on the data the average value of students is 80, students who complete learning as many as 14 people and who do not complete as many as 18 people. There is an increase in student learning out-comes compared to the initial conditions. This can be seen with the use of Social Interaction learning model and Behavior Modification about the concept of need and scarcity (motive, principle, and economic action) so that students feel happy, and see the real problems that occur in the surrounding environment so that they become active and creative in expressing Argument.

3.1.3 Description of Cycle II Implementation

Classroom action research in the second cycle is carried out for 3 (three) meetings. The implementation of this research was conducted on Thursday, January 19, 2017 to Thursday, January 26

2017. The implementation procedure of second class cycling action includes four stages: planning, action implementation, observation, and reflection. Specifically, the four stages of the study are described as follows.

3.1.3.1 Planning

Stages of planning carried out in the second cycle refers to the alternative actions and solutions formulated by researchers and collaborators at the first stage of reflection. The steps taken in the second cycle of planning activities carried out with reference to the data and findings obtained in the reflection activities in the first cycle, the planning that covers the various steps of activities before the action is done with the model of distribution activities by preparing per- Raise the following research sup-port:

1) Coordinate with collaborators and request permission from the Principal to conduct field visits as implementation of social interaction learning model and modification of behavior based on local wisdom. Prepare learning tools such as: syllabus, Learning Program Plan (RPP), questionnaire, test grid of competency test, competency test question, and answer key. 2) Prepare media and learning tools such as power book package, laptop, LCD, Genset. 3) Prepare the instruments of data collection among others. (a) A list of students of 7th grade. (b) Sheets of recapitulation of student learning outcomes. (c) Test result sheet. (d) Field note sheets.

3.1.3.2 Implementation of Action

Implementation of class actions in the second cycle during the three meetings and end with the test results and filling questionnaire attitudes. Implementation of the study was conducted on Monday, January 19 to Saturday, January 26, 2017 with Core Competence "Understanding knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related phenomena and eye-catching events. "Understanding the concept of interaction between people and space, resulting in a variety of economic activities (production, distribution, consumption, demand, and supply) and interaction between spaces for the sustainability of economic, social and cultural life of Indonesia." Allocation of time required for the implementation of first cycle action is 6 x 40 minutes.

3.1.3.3 Observation

Observation activity in the second cycle, re-searchers found increased activeness in carrying out the investigation. Overall the students play an active role in carrying out their respective duties, it is be-cause the problems are observed really as they experience and feel in their daily lives.

Just as when presenting an observation report in front of the class, the activity of asking and responding to questions increases sharply, it can be seen during the discussion, almost all students raised their hands to respond to the investigator report of the presenter group. Some students are upset because they are not given the opportunity to express their response. Seeing these conditions, collaborators occasionally give the students understanding that remembering time is not possible if all questions are mocked. The solution is every question should represent the group and each group is given the opportunity to ask one question.

3.1.3.4 Reflection

Based on the data of student learning outcomes in the second cycle it can be concluded that the results of this class action research already meet the criteria of success of the study. It refers to the average grade score of 87 or 84% learning mastery. Referring to the data above learning results, then the second cycle of research implementation meets the criteria of success of the research that has been determined. Therefore, this study was discontinued until the second cycle.

3.1.4 Second Cycle Learning Results

The second cycle research result data was obtained from the implementation of the competency test conducted at the third meeting on Thursday, January 26, 2017. The second cycle of competency test was followed by 32 students and held for 20 minutes. The number of questions tested is 20 items with multiple choice objective type.

Based on the results of competency test tests conducted in the second cycle obtained the value of student learning outcomes with the following details.

Table 2: Details of learning outcomes of the cognitive sphere of cycle II.

Learning Outcome	Score	Percentage
Average value	87	-
Complete	27	84%
Not complete	5	16%
Achievement		success

Based on the data, the average of student achievement reaches 87, which is complete learn 27 people and not complete 5 people or learning result reach 84%.

Comparison of Student Learning Data in Preliminary Condition (Pre-Action), Cycle I and Cycle II. Comparison of learning outcomes ranging from initial conditions (pre-action), first cycle, and

second cycle then below presented a comparison table as follows:

Table 3: Comparison of learning result data on pre-action, cycle I, and cycle II.

Learning Outcome	Pre-action	cycle I	cycle II
Average value	75	80	87
Percentage complete	31%	66%	84%
Percentage not complete	69%	34%	16%
Achievement	failed	success	success

Based on the data of student learning outcomes, the average student scores on initial conditions only 75 or the percentage of mastery 34%. After the first cycle, the average learning outcomes increase to 80 or the completion percentage reaches 66%, after the action in the third cycle the average learning outcome reaches 86 or the percentage of mastery increases to 84%.

Based on the data of these learning results, the research on this second cycle has been in accordance with the indicator of successful research that is set at 80%.

3.1.5 First and Second Cycle

3.1.5.1 Differences First Cycle

Implementation of learning in the first cycle implements the steps of learning model of social inter-action and behavior modification. The deepening of the subject matter utilizes library and PowerPoint media. Libraries are used as a means to learn and find answers to the problems that make up tasks through textbooks, newspapers, magazines and relevant sources. Power points are used as a means to clarify material not found in libraries. Such as images, photos and videos related to the material. Power-point also serves as a tool to explain the steps of the learning model so that students more quickly catch the message delivered. In the first cycle student learning outcomes average 80 or completeness of learning reached 66%. Media power points, libraries, and markets, in an effort to relate the subject matter to the actual conditions that can be perceived by students so that the lesson is really contextual. The market becomes the object of observation done by the students to do a search about the problems associated with the distribution in the observation. Implementation of observations in the market gives a huge change to the learning outcomes of the second cycle. This can be known after done with the test of learning achieves an average of 87 or 84% complete learning. Based on the data, the second cycle implementation using the environment media

(market) as an object that can be observed directly (observation) by the students, *san gat* gives a big influence on student learning outcomes.

3.2 Discussion

3.2.1 Pre-action

Prior to the classroom action research, the learning activities undertaken by teachers still apply conventional learning methods. The learning method implemented tends to be one way traffic without actively involving student participation in learning. The material presented is abstract, theoretical, and academic by promoting rote as one way of mastery of the material being studied. Application of conventional learning methods because students are not able to develop creativity cannot analyze the problems or concrete problems faced in everyday life and only able to remember the material taught in a short time.

3.2.2 Implementation of Social Interaction Model and Behavior Modification

Implementation of social interaction learning model and behavior modification based on local wisdom is done by using PowerPoint media, library and the surrounding environment (market) as a medium to convey information about the subject matter in observation in order to build spirit, interest, learning motivation that relate theoretical lessons with real life Students.

Constraints faced in the implementation of social interaction learning model and modification of behavior based on local wisdom is a) Time management that has not maximal in Implementation of social interaction learning model and modification of behavior based on local wisdom in IPS learning process, b) Observation on the activity of learners is very limited so that The phenomenon of learners' behavior is not completely readable, the change in the attitude of learners requires continuous supervision and control, c) Implementation of social interaction learning model and modification of behavior based on local wisdom has not been maximized due to time constraints, d) Lack of spirit of collaborators to implement interaction learning model Social and behavior modification based on local wisdom because it is familiar with conventional learning methods.

The researcher solves the problem of applying social interaction learning model and behavior modification based on local wisdom by designing and executing the learning in accordance with learning

scenario that has been compiled, improving the mastery of the class, improving the concept of learning model of social interaction and modification of behavior based on local wisdom, And media use to enable collaborators to feel the importance of meaningful, fun, and innovative learning strategies, investigative implementation must using time other than school hours.

4 CONCLUSIONS

The use of learning model of Social Interaction and Modification of Behavior based on Local Wisdom Values is very pleasing and can improve the quality of learning include student activeness in following the lesson, arguing courage and student learning outcomes also increase. The combination of the two components is not only students learn through textbooks or social science course materials, but students also learn cooperatively students can directly link the subject matter with real world students, so that students really feel the real what they learn and motivated with Rewards that become teacher strengthening for students whose interests and learning outcomes best. We recommend that teachers apply the Use of Social Interaction learning model and Behavior Modification based on Local Wisdom Values tailored to the learning materials. The use of social interaction learning model is very suitable to be applied with behavior modification to emphasize the activity and interaction among students to help each other in mastering the subject matter in order to achieve maximum result by giving reward as the supporting reinforcement.

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