

Enhancing the Ability to Make Asian Continent Mockups Map in Groups of Social Sciences Subjects at MTsN 3 Padang

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Abstract—This study aims to improve the ability to make mockups of the Asian continent map in groups in class IX.1 MTsN 3 of Padang City. This class action research was chosen because it has characteristics that fit the research objectives. This type of research is Classroom Action Research. The sample of this study was grade IX1 students. MTsN 3 Padang City, amounting to 32 students. Data collection is done by means of tests; the final ability to use performance tests is making mockups of the Map of the Asian Continent in groups to improve the learning outcomes of Social Studies Class IX.1 MTsN 3 Padang City. Based on the results of the study (1) the use of mockup media in mockup making skills in groups can increase student activity. Students focus on paying attention and listening to the teacher's explanations, students actively learn in groups,

ask questions in their classmates, ask friends who are understood to understand and teachers, actively work on assignments, provide assistance to other friends, explain to other friends and feel happy and brave. (2) In the application of using media mockups in making mockup skills in groups which effectively students who have reached 100%. (3) Factors that influence improvement in the learning process by using mockup media in groups are the learning plans and teaching techniques of teachers. Meanwhile, the factors that influence the increase in the results of the improvement of the learning process of mock writing are learning media that are in accordance with the learning material and motivation from students.

Keywords—*Improvement, Making a Mockup Map, Group*

I. INTRODUCTION

Education is an effort made with the aim that students become the generation that will be responsible for the survival of the nation. Good education will create a future generation of people who are qualified in building the welfare and independence of a country. Success in achieving educational goals is determined by many factors including learning plans, learning graduation, methods, models and learning media. Based on observations of teachers who teach in the classroom during learning, it was found that out

of 35 students only 19 students whose learning activities achieved Minimum Completeness Criteria (MCC). Students do not understand the rules of cartography or mapping correctly, this can be seen 5.5% of students who are finished after the teachers evaluate the learning objectives of the map of the geographical condition of the region to students.

The average student's success in memorizing names and places on the map, this causes students to not dare to show places and regions on the map and student abilities are still low and not in

accordance with the 2013 curriculum whose indicators students are able to indicate the location and region of the Asian continent and other continents. Other qualitative data obtained from observation sheets of students during the learning process turned out to be less active students participating in learning, such as when asked social studies material related to the map of the Asian continent region students could not answer correctly related to the element of location. The value of students in the lesson drawing maps of the Asian continent which is 55.56% is still below the minimum completeness criteria. Documents on the value of social studies subjects IX.7 Padang 3 MTsN in the 2018/2019 school year with the minimum completeness criteria set by the school which is 80, of the number of students 35 people only 19 people who meet the minimum completeness criteria while 16 people have not met the minimum completeness criteria. The results of the assessment above are also caused because some of the students who did not understand the material did not reconfirm (ask) the teacher.

Learners only memorize the subject matter; only note the outline of the subject matter delivered by the teacher and other learning resources without using additional media such as maps. Students consider social studies learning on material related to regions and locations using maps seem difficult and boring. In terms of attitude, students are less able to respect the opinions of other friends, students are indifferent in learning, chatting and telling stories and students do not interact with other friends so that students do not dare to express their opinions in class.

Teachers in learning cannot utilize the internet in learning optimally due to inadequate internet capabilities in the school environment, the absence of the latest maps in learning and the limited LCD projector for displaying maps in classroom learning. Facing these problems, it is necessary to have a manual media in learning made by students using mock-up media

These problems can be overcome by applying a learning model that can provide more opportunities for students to play an active role in learning. Based on the above problem, the researcher concludes that so that students are skilled in making maps, students are facilitated by the teacher to make learning mockup media in groups, in an effort to improve the ability to make mockups of the map of the Asian continent to improve social studies learning outcomes of class IX.1 semester I at MTsN 3 Padang City.

Learning in groups makes mockups in social studies learning that researchers apply as an effort to improve the skills to make mockups of map maps of the Asian region in social studies learning, because group learning makes all students actively involved in learning. Learning to use mockup media in groups is expected to improve the ability to make a mock map of students that will have an impact on the learning outcomes of students themselves. Based on the background above, the author interested in conducting research with the title " Enhancing the Ability to Make Asian Continent Mockups Map in Groups of Social Sciences Subjects at MTsN 3 Padang City".

II. METHOD

This type of research is a Classroom Action Research (CAR) on social studies subjects. In the classroom action research certain treatments are carried out based on the actual problems found in the field. This research is concerned with improving or increasing the ability to make mockup maps. The opinion above is reinforced by Sanjaya [1] that "CAR is a process of studying learning problems in the classroom through self-reflection in an effort to solve these problems by taking various planned actions in real situations and analyzing each effect of the treatment. Based on the opinion above, it can be concluded that classroom action research is research conducted by the teacher in his own class in solving a problem related to the learning process with professional action to improve and improve the ability to make a map model.

The researcher took the location of this study in class IX.1 MTsN 3 Padang City. The reason researchers took the school with the following considerations: 1) school principals and teachers are willing to accept updates in social studies learning making mockups in groups, 2) researchers as teachers in this school and have made observations, 3) supportive school environment. As subjects in this research is a class IX.1 student. MTsN 3 Padang City, amounting to 35 people consisting of 21 male students and 14 female students. In this study, researchers involved one teacher (colleague) as an observer / observer.

This research was conducted in the 2019/2020 school year I semester in MTsN 3 Padang City. This research was conducted in two cycles. In the first cycle, there were three meetings, while in the second cycle there were three meetings. This research is a classroom action research using qualitative and quantitative approaches. A qualitative approach is used because it produces data in the form of exposure and descriptive form of written words and observed behavior from information sources and without using statistical techniques. This was explained by Emzir [2] that "a qualitative approach is an approach that uses research strategies such as narrative, phenomenological, ethnographic, grounded theory studies,

or case studies". Meanwhile, according to Creswell (in Emzir [2]) a qualitative approach is "an approach that uses open-ended questions, emerging approaches, text data or images".

While the quantitative approach uses measurements, symbols, figures (statistics) in processing research data. This is appropriate according to Emzir [2] quantitative approach is a research approach that primarily uses the post positivist paradigm in developing science (such as thinking about cause and effect, reduction in variables, hypotheses and specific questions, using measurement and observation and theory testing), using research strategies such as experiments and surveys that require statistical data.

Based on the opinion above, the writer can conclude that the approach that used in research is a qualitative approach which is done naturally and is not making it up and the quantitative approach is done in the form of numbers (statistics). Classroom action research conducted using the cycle model developed by Kemmis and MC Taggart (4) This cycle model has four components, namely planning, action, observation, reflection. This research is planned in several cycles. At the end of each action the final test is carried out. The flow of research that will be carried out can be seen in the following:

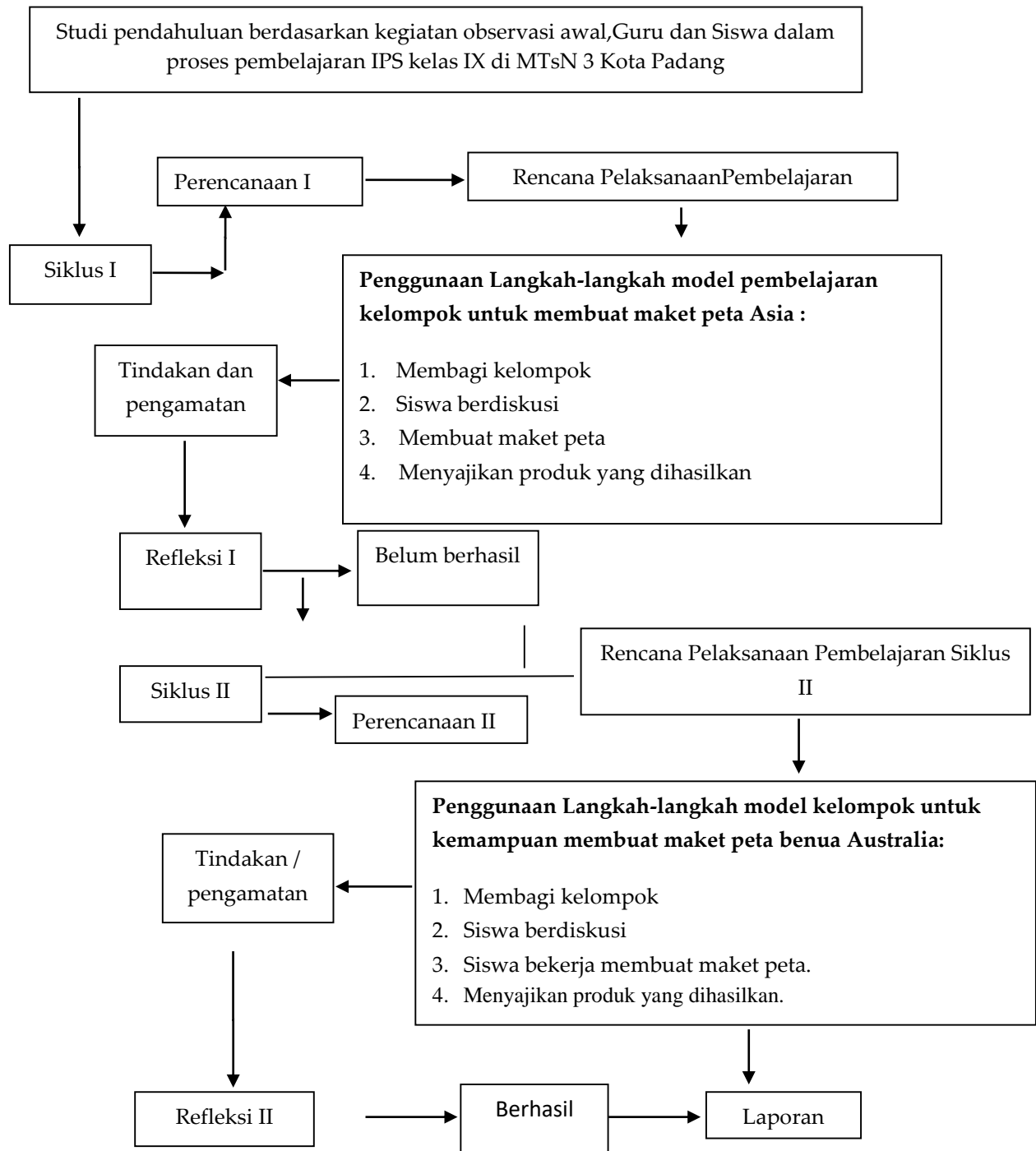


Figure 1. Classroom Action Research Flow Chart

Research procedure

This study was conducted for social studies subjects by focusing on aspects of drawing skills on the continents of Asia and other continents in class IX odd semester with the indicator "skilled at drawing maps of the continents of Asia and other continents using mock-up media with group work. This class action research is based on findings problems based on facts and regarding the activities of students, teachers and the learning process through the initial observation of researchers. After the initial findings, the researcher needs to make a plan to proceed to the rare development of the action, implement the first action and conduct an evaluation, and revise the plan. The procedures of action research begin with pre-cycle, cycle 1 and if it has not been successful then proceed to the next cycles. According to Trianto [5] the basic pattern of CAR includes four stages: 1) planning, 2) acting, 3) observing and 4) reflecting.

There are two types of research data, namely primary data and secondary data. Primary data as the main data obtained from the scores of student test results in making a model. In this case students are given an essay test about the location of the Asian continent. Secondary data obtained from observations of student activities during learning take place using observation sheets and field notes. The detailed research data are as follows; 1) data on student progress in making mockup maps through assessment rubrics and test results, 2) data on the learning process and student activities in class are obtained by using the observation sheet. Collecting data in this study in the form of observation and tests. Each of these data is described as follows:

Observation

Observations were made to observe student activities in making mockups of maps of the Asian continent and other continents. Observation is intended to obtain data in the form of actions. Observation sheets are used to observe record and illustrate class learning, both in the form of

actions/activities carried out by the teacher or student activities.

Test

In this study a test was given. It aims to determine whether student learning outcomes on map mockups have increased. The test given is in the form of an essay test about the astronomical and geographical conditions of Asia and other continents. Observations were made to observe student activities in making mockups of maps of the Asian continent and other continents. Observation is intended to obtain data in the form of actions. Observation sheets are used to observe record and illustrate class learning, both in the form of actions / activities carried out by the teacher or student activities.

Student activities observed in the learning process are seen from the ability to make mockup maps of the map of the region of Asia and other continents. This test aims to determine whether student learning outcomes have increased. To process student learning outcomes data quantitative analysis can be used by referring to Lorin Anderson's taxonomy (in Rusman [6]) which includes intellectual skill competencies, namely: remembering, understanding, applying, analyzing, evaluating, creativity. Essay test forms: map of Asia and other continents include three items tasks; 1) explain the economical location of the Asian continent; 2) explain the geographical location of the Asian continent; and 3) write the countries that are located in East Asia.

In the implementation of classroom action research, there are two types of data collected by researchers, namely qualitative data and quantitative data. Where the qualitative data in the form of data analysis is done by examining the data since collection until all data has been collected. This analysis phase is repeated once the data is collected at each collection in each action. *First*, review the data that has been collected either through observation, transcription of observations, completion and selection of data, such as grouping data in cycle I, cycle II. The activity of analyzing data can be done since the beginning of the data collected. *Second*, data

reduction includes categorization and classification. All data that has been collected is selected and grouped. Separate data are selected which are relevant and not relevant. *Third*, presentation of data is done by compiling information or data that has been obtained so that it is possible to draw conclusions to make further planning. *Fourth*, withdrawal of conclusions. This is the final conclusion of the study. This activity is carried out by exchanging ideas with experts, colleagues, teachers and school heads.

Data analysis is performed on the data that has been reduced. Good planning data, implementation data, and evaluation data. Data analysis was carried out separately. This is intended so that various information that can support learning can be found. Thus, the development and improvement of various deficiencies can be done precisely on the aspects concerned and improve the ability to draw maps. Data that has been classified are presented according to the research problem. Presentation can be done by displaying units of information systematically. With the exposure of information, researchers can draw conclusions easily. Data exposure can be done by pouring data into tabular or narrative forms.

This cycle is said to stop, if it reaches the predetermined target of 85% of students taking the test, the level of problem solving is at a minimum level of good (B) and the results of observations of learning are included in either (B) or very good (SB) categories. If the above indicators of success are achieved, the learning carried out is said to be successful. But if the indicators have not been reached, the learning undertaken by researchers has not been successful and will continue to the next cycle. Student activity data obtained through observation during the learning process by giving a score on each indicator is presented in tabular form on the student activity observation sheet. Then the observational data in the form of the score is calculated to determine.

III. RESULTS AND DISCUSSION

In this section, a discussion on the improvement of the learning process, an increase in learning outcomes, factors that affect the improvement of the learning process, and factors that affect the improvement of learning outcomes based on the results of the reflection cycle I, and II.

Improved Learning Process

In this study, instructional media such as media mockups help in improving the quality of the learning process. The learning process is said to be successful if most students are physically and mentally active in learning activities. [10] explains that the learning process is said to be successful if there is a change in positive behavior, either in whole or in part in students. This positive attitude is applied in the form of active and diligent learning. The teacher as a facilitator does not close his eyes to the development of students by following learning. Teachers must give appreciation to students who have high loyalty in learning and who have achievements. Improved learning process is known from the results of teacher activities and student learning activities in each cycle. The results of teacher activities and student learning activities can be seen from the results of observations and field notes. The improvement of the learning process using mockup media is explained as follows.

Teaching Activities

Based on the findings in cycle I, and II, the increase in teacher activity can be seen when compared to the cycle. At the first meeting, the teacher still looked stiff to explain the lesson and apply learning media especially mockups. It happened because the media model was a new thing for students to apply in their class. The application of learning steps in class is not done optimally so that it affects the learning process. At the next meeting, the teacher was able to apply teacher learning and the child was able to study the media model well. The teacher has been able to carry out learning in accordance with the learning steps that have been previously formulated in the lesson plan.

Learning with mockups can help teachers in achieving learning objectives in writing or making maps of the Asian and other continents. With learning media models, teachers can provide concepts of understanding material without lecturing at length to explain to students. It is easier for teachers to give students an understanding of how to explain the elements that make up a map of the area with mockups such as position accuracy, size accuracy, direction accuracy, and symbol accuracy. The teacher's activities greet and the teacher's care for students in the initial learning activities make the learning atmosphere enjoyable. The attention given by the teacher makes students feel flattered and happy so that makes students motivated to learn. The class atmosphere makes teachers become more eager to teach.

The core activities, the teacher guide students to introduce media activities. The teacher explains the use of the media and the benefits of the media in the learning process, the teacher continues to supervise and guide students. This makes students more comfortable and happy because it can help them to master the material they are discussing. The teacher always motivates students so that they are not reluctant to ask questions and express opinions so that students' confidence in students to be active increases. At the end of the lesson, the teacher invites students together to complete the conclusions of the material that has been learned so that students feel closer and feel valued by the teacher. The teacher also gives exercises to students in the form of quizzes so that students become more excited and happy. If, the learning process is fun and enthusiastic, of course learning outcomes can be achieved with a maximum or better later.

Student Learning Activities

Learning using the new model of media learning is applied to students of class IX.1 MTsN 3 Padang City. Some students at first were awkward, passive, did not dare to ask questions and were less open about learning. By applying learning with this mock-up media learning, it can influence the psychological elements of students

becoming more active. In the learning process, it is clear that students are motivated to participate in learning, learning becomes fun using the media, and students dare to ask friends or teachers, dare to answer questions from friends or teachers, and dare to explain their opinions in front of their peers.

Questions posed by students, become a joint problem to be given the answer. Questions from students will be responded to by the teacher and other students. Student questions will encourage other students to be active. And no students are ashamed. Students jointly participate in learning activities in making mockups, because they also see how together making mockups and the teacher shows by showing mockups in front of the class. Students also often ask the correctness of the answers or the ways adopted in completing answers. The application of mock map learning can help students activate their knowledge into something new. It also can learn from the knowledge of friends or classmates. Students are also actively involved in increasing the attention of other students. Students are also asked to explain their knowledge in front of their friends, both verbally. So through this learning can improve systems that stutter about media and joint socialization. This is in line with the opinion of Sardiman [6] revealed that motivation is the power of movement within the subject to carry out certain activities in order to achieve certain goals.

There are several activities that students carry out at each meeting. Student activities in this regard, namely: 1) pay attention to the teacher's explanation, 2) engage students in the use of media, 3) ask questions, 4) express opinions, 5) actively do assignments in groups, and 6) feel happy and brave. Overall, increased in each meeting and every cycle. This is because learning has created an active atmosphere, students become nimble, fun, passionate and meaningful. Thus students' understanding of certain materials can develop better. Learning that takes place conditions students are willing to carry out the task and are responsible for the tasks given by the teacher. Students are also able to encourage other friends to contribute in the presentation with the

teacher and respect the opinions of others. In addition, students can collaborate with friends and ask the teacher so that the task can be completed quickly.

Based on the development of student abilities based on individuals and groups, especially in terms of individual student abilities, collaboration with student groups takes place well because students are helping each other to understand assignments. Students who do not understand are not shy and are not reluctant to ask their friends who understand, or ask the teacher. Vice versa, students who really understand are willing to explain to their friends about problems that are not yet understood. Basically, more driven by their sense of responsibility towards friends who do not understand or can ask for help directly from the teacher.

Improvement of Student Learning Outcomes

Assessment of learning outcomes is shown to know and improve the achievement of competencies. Learning outcomes assessment instruments are used as a tool to find out the weaknesses that each student has. These deficiencies must be immediately followed by a process of repairing the deficiencies in the aspects of one's learning outcomes. Then, according to the foregoing discussion that the mock-up media greatly shaped students' understanding of the learning presented by the teacher. Every student has the responsibility to understand the work. Thus, learning that has been done can improve individual skills in solving problems. In addition, it also increases the commitment to succeed, can eliminate prejudice against peers.

Efforts to determine the development of student learning outcomes in this study were carried out by tests that are tests of performance together or in groups, namely through conducting an evaluation at the end of each cycle. Assessment given to the students is useful to assess the achievement of competencies that require students to perform certain tasks because what is assessed more reflects the true abilities of students. The evaluation in this study used a performance test. In this study, student learning

outcomes in cycle I amounted to 80.02% and cycle II amounted to 91%. Student learning outcomes from cycle I, and cycle II continue to increase until reaching the KKM value. In contrast to student learning outcomes in pre-cycle and cycle I, there are many students who do not meet the established criteria. This happens because students are not yet accustomed to learning by using media models. In cycle II, the percentage of students' mastery learning criteria has increased and meets the established criteria. This data state that from the pre-cycle stage (the initial introduction takes place), the first and second cycles, the attitude of students' seriousness of learning is increasing. This means students have felt the benefits of a good learning situation, because the situation provides opportunities for students to understand the subject matter together and be a learning experience.

Factors that Influence Learning Process Improvement

Based on observations, field notes, and reflections, it can be seen factors that influence the improvement of the learning process. The improvement in the learning process is influenced by two factors, namely the learning plan used and the teaching techniques or teachers. The change factor of learning plans in learning cycles I and II is very influential in improving the learning process. In cycle I, the teacher explains the steps of learning using mockup media not in detail so students feel confused. The teacher also has not fully taken the steps of learning. Practice in the form of answering questions in class. Some things can interfere with the learning process in the classroom such as fussing, disturbing peers and telling stories with my peers.

However, after reflection, the teacher explains the steps of learning using clear media. The stages of the implementation of learning are also in accordance with the steps of learning using media mockups. At the end of the meeting, the teacher provides training to students in the form of performance tests. Technical factors / ways teachers teach also affect the improvement of the learning process. In cycle I, students are less

motivated to learn, sometimes disturbing friends. That is because the teacher has not maximally motivated students when teaching. The teacher also does not manage class optimally. Overcoming this, teachers must have their own techniques so that some of these things do not happen again. After reflection, the teacher continues to motivate students to learn with praise and applause. The teacher also manages the class with its own technique that is able to control student activities on positive things. In this way, the learning process went well.

Compared to the results of Martalena's [7] (2015) study in class VIII B5 MTs Darul Hikmah Pekanbaru, the success of the learning process in the class he studied was successful in cycle II. This indicates that the effective research success appears in cycle II. That happened because in this study, the teacher had experience using media models for the applied model and class conditions, but not the present class but with the previous class.

Factors That Influence Learning Outcomes

Based on the results of observations, field notes, and reflections, it can be seen factors that influence the improvement of learning outcomes. The increase in learning outcomes is influenced by two factors, namely learning media that is suitable with the material being studied and student motivation.

Factors of learning methods that are in accordance with the material and student motivation affect learning outcomes obtained. In the learning process, students strive to feel happy and comfortable. Students who feel happy and comfortable when learning motivate students to learn. [6] suggested that learning motivation can arise if students feel happy. In line with that opinion, Sadirman [6] said that motivation in students will give birth to good achievements. When student motivation increases, these students will actively learn so that the learning outcomes obtained rise.

IV. CONCLUSIONS

Based on the results of research and discussion in chapter IV, it can be concluded as follows. *First*, the use of mockup media in mockup making skills in groups can increase student activity. The increase in student activity in question is an increase in student activity during the learning process. Students focus on paying attention and listening to the teacher's explanations, students actively learn in groups, ask questions in their classmates, ask friends who are understood to understand and teachers, actively work on assignments, provide assistance to other friends, explain to other friends and feel happy and brave. Student activities increase because the teacher is able to create a conducive learning atmosphere so that it can lead to positive attitudes and student confidence. During the lesson, the teacher has facilitated a series of activities that provide space for the emergence of active group activities. *Second*, the application of mockup media in mockup making skills in groups can improve student learning outcomes. The number of students who achieve mastery in the two cycles carried out in accordance with minimum completeness criteria is determined with perfect achievement. In the application of using the media mockups in making mockup skills in groups which effectively reached 100% of students. *Third*, factors that influence improvement in the learning process by using mockup media in groups are the learning plans and teaching techniques of teachers. Meanwhile, the factors that influence the increase in the results of the improvement of the learning process of mock writing are learning media that are in accordance with the learning material and motivation from students.

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