

Improving Social Science Learning Outcomes Through Mimicry-Memorization Method for Class 9.2 Odd Semesters at SMP Negeri 2 Bekasi, Bekasi City

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Informasi artikel	ABSTRAK
<i>Sejarah artikel</i> Diterima : 28 Februari 2019 Revisi : 24 April 2019 Dipublikasikan : 3 Oktober 2019	Penelitian ini adalah penelitian tindakan kelas yang bertujuan meningkatkan motivasi belajar peserta didik menggunakan metode Mim-Mem (<i>Mimicry-Memorization Method</i>), yaitu pembelajaran yang mengembangkan cara untuk meniru dan menghafal secara aktif Oleh peserta didik. Penelitian tindakan ini terdiri dari tiga siklus. Pada siklus I hasil prestasi belajar siswa secara rata rata sebesar 63.09 (63 %). Karena masih berada dibawah KKM yang ditentukan sebesar 70 persen, maka dilanjutkan kegiatan siklus ke II. Pada siklus II ini, rata-rata skor penguasaan siswa semakin meningkat, dengan rata-rata nilai 66,92. Namun nilai tersebut masih dibawah standar, sehingga dilanjutkan dengan kegiatan siklus ke III. Pada siklus ini, hasil prestasi belajar siswa secara rata rata sebesar 78.65 (79 persen). Karena sudah berada diatas nilai standar yang ditentukan. Maka tidak dilakukan kegiatan siklus berikutnya. Sehingga penggunaan metode Mim-Mem (<i>Mimicry-Memorization</i>) dalam penelitian dinyatakan berhasil meningkatkan motivasi dan hasil belajar peserta didik.
Kata kunci: Motivasi Belajar Mimicry Memorization Tindakan Kelas	ABSTRACT <i>This research is a classroom action research that aims to improve students' learning motivation using the Mim-Memorization Method, which is the method that develops ways to imitate and memorize actively by students. This action research consisted of three cycles. In the first cycle student learning outcomes on average by 63.09 (63%). However, it is still specified standard score (KKM) of 70 percent, as a result the cycle II activities will continue. In this second cycle, the average student mastery score increased, but still below the standard with an average score of 66.92. So it is continued with the third cycle. In this cycle, the average student achievement is 78.65 (79 percent). As it is above the specified standard score (KKM) already, the cycle is stopped. To sump up, Mimicry-Memorization method is successful in increasing students' motivation and learning outcomes.</i>
Keywords: Learning motivation Mimicry Memorization Class Action	

Introduction

Education strongly determines the life quality of a nation. The role of education is crucial to develop a good character of human resources (Karsidi, 2005). As a result, it will create an intelligent, peaceful, open, and democratic life. Education is one of the supporting factors for the progress of the whole nation to achieve the development goals, namely towards justice, and prosperous society, both material and spiritual based on Pancasila (Widodo, 2015). In addition,

education has developed to provide basic needs such as clothing, food, housing, and health needs (Policy for Sida's Development Cooperation, 2001).

Nowadays, everyone is generally aware of the importance of education, both for personal development and for the progress of the nation and state. The efforts to improve the quality of education have been carried out by the Indonesian ancestors for a long time. However, until now, the results have not been

satisfactory. It is proven by the facts as follows: (1) there are 75% of educational services in Indonesia do not meet minimum service standards, (2) Indonesia's access and quality of education in 2013 – 2014 shows that Indonesia is at ranked 40th out of 40 countries which means at the bottom, (3) for higher education only ranked 40 out of 50 states, (4) and for literacy skills; in the mapping of science and mathematics shows that Indonesia children are in position 40 out of 42 countries (Widodo, 2015).

Education is a process of human development that lasts a lifetime. Social Sciences, which are taught in schools, have an essential role in providing opportunities for students to involve directly in a variety of learning experiences, which are chosen systematically.

Social Sciences aims that students have the following abilities.

1. Develop assessment skills associated with a method, technique and learning strategy, to obtain the expected learning outcomes
2. Improving social science learning achievement through a process of assessment
3. Improve the critical thinking skills
4. Laying the foundation of a strong moral character through identifying the order of the laws and regulations of the national law contained in the Social Sciences.
5. Developing sportsmanship, honesty, discipline, responsibility, cooperation, confidence and democracy
6. Developing skills to maintain the welfare of ourselves, others, and the environment related to identifying the order of national legislation that is contained in Social Sciences
7. Understanding the concept of Social Sciences activities in a clean environment as information to achieve comprehensive

learning, learning system, skilled, and have a positive attitude.

According to Suryabrata cited by Muhari (1983: 25), learning achievement is the last learning outcome achieved as well as possible in a particular time in school. Soemarsono (1986: 18) defines learning achievement is a value that embodies student learning outcomes achieved according to his ability to do the task at a particular time.

Based on the opinions above, the author concludes that: (1) Learning achievement is a form of learning outcomes achieved by students after they carry out learning activities in school. (2) The learning outcomes achieved by students according to their abilities, both intellectual and non-intellectual skills. (3) Student learning effort is a process that is influenced by many factors, including the use of media that is relevant to students' uniqueness and learning environment. (4) To asses, the learning outcomes of students at school, evaluation of learning is conducted.

Modern education experts formulate the act of learning is a form of growth or change in a person expressed in new ways of behavior, which is resulted from practice and experience (Zainal Aqib, 2002). Ernest R Hilgard further explains it in his book "Theories of Learning." He told that "Learning is the process by which an activity originates or is changed through training products (whether in the laboratory or the natural environment) at distinguished from the changes by factors not attribute able to training."

Motivation is a change in energy of a person which is marked by the emergence of feelings and reactions to achieve goals (Tohid & Jabbari, 2012). Alternatively, motivation is the urge to carry out learning activities, both from within someone (intrinsic) and from outside oneself (extrinsic) — motivation functions as an impetus, director, and driver of behavior (Roland, 2003). Motivation also has value in

determining success, democratizing education, fostering creativity, and determining the effectiveness of learning. Generally, motivation is a reason or urge for someone to act.

Method

This research was Classroom Action Research (CAR), which carried out with stages of the recycling cycle. Arikunto (2009: 74) states that CAR includes (a) action planning, (b) action implementation, (c) observation and, (d) reflection.

1. Cycle I
 - a. Initial Reflection
 - b. Planning (preparation before teaching, teaching and learning activities, assessment procedures)
2. Cycle II

Reflection cycle I

 - a. Action Planning
 - b. Action Implementation
 - c. Evaluation / Reflection

The research data was obtained by preparing an observation sheet. The assessment aspects used include:

- a. The assessment for the essay assignment seeks understanding in describing the diversity of the shape of the earth, its process of formation, and its impact on life. from internet sites.
- b. Rating is based on the following assessment rubric.
 - 1) Students are declared successful if their level of achievement with SKBM 6.5 (65%)
 - 2) Provide a remedial program for students whose achievement level is less than 65%
 - 3) Provide enrichment programs for students whose achievement level is more than 65%
 - 4) The results of the assessment are entered into the cognitive assessment sheet.

Table 1. Cognitive Assessment Sheet

No	Name	Question Number				Skor	Ket
		1	2	3	4		
1							
2							
3							
etc							

Information:

No	Rated Aspect	Score
1	Student answers are incorrect	0 - 25
2	Student answers are incomplete but correct	26 - 75
3	Students answers are complete and correct	76 - 100

Students were assessed cognitive aspects and affective aspects. The activities of the students were observed according to the following assessment sheet:

Table 2. Affective Assessment Sheet

No	Statement	Activity	
		Yes	No
1	Students attend Social Sciences lessons		
2	Students feel happy with the teaching of Social Sciences		
3	Students ask the teacher if there is anything unclear		
4	Students assignments on time		
5	Students always work on practice questions		
6	Students try to have Social Sciences textbooks		
7	Students try to find references		
8	Students discuss with each other in solving learning material		

No	Statement	Activity	
		Yes	No
9	Students always ask questions to the teacher		
10	Students always receive answers in solving learning materials both from the teacher and fellow students		

The assessment of students' assignments in the form of essays will be assessed using an assessment rubric as below:

Table 3. Students Activity Rubric

No	Aspect	Quali Value	Quan Value	Reason
1	The introduction shows contents			
2	The introduction is presented in good language			
3	The contents show an explanation of the quote/opinion of the character			
4	The contents are presented in good language			
5	Closing concludes the final quote/opinion			
6	The cover is presented in good language			
Total				
Average				
Comment				

Criteria:

Satisfy	4	> 80
WII	3	68 – 79
Enough	2	56 – 67
Less	1	< 55

Result and Discussion

This research is planned to be two cycles, each of which will be elaborated starting from preparation (1) planning; (2) implementation; (3) observation; and (4) reflection. Students are given an assignment before taking action, while

the results of this initial test show that the student's score is at 50.83 of 100. If the student mastery score is included in the categories that have been compiled, then a distribution like seen in table 4. In table 4 obtained that 49 students who took the test at the end of the first cycle, there were 18 people (36.73%) obtained mastery scores of less than 65 and 31 people (63.27).

Table 4. Cycle I Value of Learning Outcomes

No	Name	Scores
1	Adelia Wulan Sari	66
2	Adib Budi Darma	63
3	Afifa Salsabila Febiani	62
4	Aisyah Tatsbiita	65
5	Aji Linungit Saduro	66
6	Andi Pebrianto	61
7	Antika Lestari	60
8	Arga Eryzal Pradinata	64
9	Ary Rachman Saleh	63
10	Arya Muhamad	62
11	Astri Purwandari	65
12	Berliana Desi	66
13	Delvindiaz Ridho	61
14	Dheka Agustin	60
15	Eka Ayu Susanti	64
16	Essa Bagus Kurniawan	63
17	Iis Sandy Setyorini	65
18	Lia Susanti	66
19	Muhammad Sena	61
20	Nadhieva Avionya	60
21	Nayla Sabrina Haura	64
22	Rahma Ivena Larissa	63
23	Rizki Amelia Putri	62
24	Salma Nur Anisya	65
25	Silvia Ardisty	66
26	Sita Fara Yunanda	61
27	Tesalonika Berthania	60
28	Ulfah Inaz Anisayahya	64
29	Wahlia Winduniar	66
30	Wendi Satria Santosa	61
31	Wahyu Indah S	60
32	Wulan Sari	64
Total		2019

No	Name	Scores
Average		63.09
Percentage		63 %

Source: Research, 2018

The results of the assignments given to students in table 4 show the results of student achievement on average of 63.09 (63%). Because it is still below the specified standard score (KKM) of 70 (70%), after reflection, some things need to be added in the teaching and learning process. Therefore, this research needs to be done in Cycle II. In the second cycle, the mastery score is still below the standard with an average of students getting a score of 65.15. The results of this value are still below the predetermined scores of 70. However, the students' scores in the second cycle have been increased compared to the activities of the first cycle. After reflection, it is necessary to carry out the third cycle. The results of the second cycle can be seen in table 5.

Table 5. Cycle II Learning Outcomes

No	Name	Scores
1	Adelia Wulan Sari	66
2	Adib Budi Darma	64
3	Afifa Salsabila Febiani	65
4	Aisyah Tatsbiita	64
5	Aji Linungit Saduro	65
6	Andi Pebrianto	66
7	Antika Lestari	67
8	Arga Eryzal Pradinata	68
9	Ary Rachman Saleh	62
10	Arya Muhamad	63
11	Astri Purwandari	64
12	Berliana Desi	65
13	Delvindiaz Ridho	64
14	Dheka Agustin	65
15	Eka Ayu Susanti	66
16	Essa Bagus Kurniawan	67
17	Iis Sandy Setyorini	68
18	Lia Susanti	62
19	Muhammad Sena	64
20	Nadhieva Avionyta	65

21	Nayla Sabrina Haura	66
22	Rahma Ivena Larissa	67
23	Rizki Amelia Putri	68
24	Salma Nur Anisya	62
25	Silvia Ardisty	63
26	Sita Fara Yunanda	64
27	Tesalonika Berthania	65
28	Ulfah Inaz Anisayahya	64
29	Wahlia Winduniar	65
30	Wendi Satria Santosa	66
31	Wahyu Indah S	67
32	Wulan Sari	68
Total		2085
Average		65.15
Percentage		65 %

Source: Research, 2018

Learning activities in the third cycle are more emphasized materials related to the diversity of the shape of the earth, the process of formation, and its impact on life. As for the third cycle, the student learning outcomes have met the standard scores with an average score of 78.65 or 79 percent. Thus the next cycle of activities are not necessary. These are learning outcomes of students in the third cycle.

Table 6. Cycle III Learning Outcomes

No	Name	Scores
1	Adelia Wulan Sari	74
2	Adib Budi Darma	77
3	Afifa Salsabila Febiani	78
4	Aisyah Tatsbiita Nisaa'ul	76
5	Aji Linungit Saduro	77
6	Andi Pebrianto	79
7	Antika Lestari	80
8	Arga Eryzal Pradinata	82
9	Ary Rachman Saleh	78
10	Arya Muhamad Bimantara	79
11	Astri Purwandari	81
12	Berliana Desi Ramadhani	83
13	Delvindiaz Ridho	76
14	Dheka Agustin Prasetyowati	77
15	Eka Ayu Susanti	78
16	Essa Bagus Kurniawan	76
17	Iis Sandy Setyorini	77
18	Lia Susanti	79

No	Name	Scores
19	Muhammad Sena	80
20	Nadhieva Avionyta	82
21	Nayla Sabrina Haura Syada	78
22	Rahma Ivena Larissa Asianti	79
23	Rizki Amelia Putri	81
24	Salma Nur Anisya	83
25	Silvia Ardisty	76
26	Sita Fara Yunanda	76
27	Tesalonika Berthania Putri	77
28	Ulfah Inaz Anisayahya	79
29	Wahlia Winduniar Nilam Sari	80
30	Wendi Satria Santosa	82
31	Wahyu Indah S	78
32	Wulan Sari	79
Total		2517
Average		78.65
Percentage		79 %

Source: Research, 2018

Conclusion

The learning process is an activity that must not be separated between one activity with the next learning activity. It should be the teacher's attention that students are considered to learn if they have experienced the process.

The increased student mastery in the first cycle has shown knowledge has increased, but still needs to be improved. It can be concluded that the results of student achievement are, on average, 63.09 (63%) because it is still below the specified standard score (KKM) of 70 (70%). So this research needs to be done on the second cycle. In this second cycle, the results of student achievement are on average by 65.15 (65%). Because it is still below the KKM of 70 (70%), so this research needs to be done on the third cycle. In this third cycle, on average 78.65 (79%) because it is still above the KKM of 70 (70%). So this research is stopped. So that in the research has been successful and completed.

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