IMPLEMENTATION OF EYES TEACHER LEARNING STRATEGIES

IPS LESSONS AT SMP NEGERI 27 MAKASSAR

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ABSTRACT

This research aims to find out the picture of the learning strategy of teachers of IPS subjects at SMP Negeri 27 Makassar. This study used quantitative research with a population of all 1st and 2nd-grade students at SMP Negeri 27 Makassar, while the sample was 68 students. Data collection is carried out using observation data collection techniques, interviews, questionnaires, and documentation. This data is analyzed using descriptive statistical analysis, simple linear regression analysis, and product moment analysis. The results showed that the picture of the learning strategy of ips subject teachers at SMP Negeri 27 Makassar belonged to the category of "good". The picture of student learning interest is classified as an "excellent" category. And it is known, after the correlation of product moments that show a greater r count (> ) than the r table, where the r count is 0.596 and the value of r tables with a sample of 68 people at a significant level of 5 percent of 0.235 which means there is a relationship of learning strategies for IPS subject teachers to the interests of students at SMP Negeri 27 Makassar

Keywords: learning strategies, Social sciences

ABSTRAK

Penelitian ini bertujuan untuk mengetahui gambaran strategi pembelajaran guru mata pelajaran IPS di SMP Negeri 27 Makassar. Penelitian ini menggunakan penelitian kuantitatif dengan populasi semua siswa kelas 1 dan 2 di SMP Negeri 27 Makassar, sedangkan sampelnya sebanyak 68 siswa. Pengumpulan data dilakukan dengan cara menggunakan teknik pengumpulan data observasi, wawancara, angket, dan dokumentasi. Data ini di analisis dengan menggunakan analisis statistik deskriptif, analisis regresi linier sederhana, dan analisis product moment. Hasil penelitian menunjukkan bahwa gambaran strategi pembelajaran guru mata pelajaran IPS di SMP Negeri 27 Makassar tergolong dalam kategori “baik”. Gambaran minat belajar siswa tergolong kategori “sangat baik”. Dan diketahui, setelah dilakukan korelasi product moment yang menunjukkan r hitung lebih besar (>) dari r tabel, dimana r hitung adalah 0,596 dan nilai r tabel dengan sampel berjumlah 68 orang pada taraf signifikat 5 persen sebesar 0,235 yang berarti terdapat hubungan strategi pembelajaran guru mata pelajaran IPS terhadap minat belajar siswa di SMP Negeri 27 Makassar

Kata Kunci: strategi pembelajaran, Ilmu pengetahuan sosial
INTRODUCTION

Education is a long-term investment in human resources (HR) that has strategic value for the survival of human civilization in the world. Therefore, almost all countries place education as something important and primary in the context of development. Likewise, Indonesia places education as something important and primary. This can be seen from the contents of the opening paragraph of the 1945 Constitution, paragraph IV, which emphasizes that one of the national goals of the Indonesian nation is to educate the life of the nation.

And in the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System are confirms the following (RI, 2003):

Education personnel is tasked with carrying out administration, management, development, supervision, and service to support the educational process in educational units (article 39 paragraph 1). Educators are professionals whose job is to plan and implement the learning process, assess learning outcomes, conduct mentoring and training, and conduct research and community service, especially for educators in tertiary institutions (39 paragraph 7).

One form of the government's seriousness in the world of education is by making several revisions to the education curriculum used in Indonesia. Starting from the allocation of time, the types of subjects taught by the teacher, to the character that must be grown in every meeting in the learning process. To realize good quality education, it must be supported by the quality of a teacher who has the competence as a teacher in carrying out his duties as stipulated in Law no. 14 of 2005 Article 1 concerning Teachers and Lecturers explained that "Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students" (Pemerintah RI, 2005).

Effective and efficient student learning in the classroom is determined by a teacher who can present learning strategies that can affect student learning interest. One of the fields of study taught by teachers in the world of education in Indonesia is the subject of Social Sciences (IPS). The birth of the Field of Social Studies in the school curriculum in Indonesia was much inspired by the teaching of social studies in the United States. IPS subject is now one of the important subjects. However, in the social studies learning process, students lack enthusiasm in the teaching and learning process.

One of the causes of the low quality of education in Indonesia is that students are less creative in learning, and the selection of teacher learning strategies is not appropriate. So the desire or interest of students in participating in the learning process at school is low. As is the case at SMP Negeri 27 Makassar, the strategy used by the social studies teacher there is an expository learning strategy, where students only listen and record what the teacher says, occasionally ask the teacher, and more active teachers do more activities than their students who only play a role. more passively
accept the teaching materials presented to him. This proves the students' low scores in social studies subjects.

Facts in the 2012/2013 odd semester where the average grade VII grade was 65.8, the minimum grade criteria (KKM) score was 70, the grade VIII average score was 68.4, the KKM score was 71, and the grade IX average score is 79.9 where the KKM score is 73. This fact proves that the average grades for class VII and class VIII are low because the student's score does not reach the KKM score, while the average grade IX is classified as the medium because the student's score reaches the KKM score. This proves the low student scores in social studies subjects can be seen in table 1 below:

Table 1. Report card score 2012/2013 odd semester SMP Negeri 27 Makassar

<table>
<thead>
<tr>
<th>No</th>
<th>Class</th>
<th>Number of Students</th>
<th>KKM Standards</th>
<th>Grade Point Average</th>
<th>Informations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>VII</td>
<td>389</td>
<td>70</td>
<td>65.8</td>
<td>Low</td>
</tr>
<tr>
<td>2</td>
<td>VIII</td>
<td>296</td>
<td>71</td>
<td>68.4</td>
<td>Low</td>
</tr>
<tr>
<td>3</td>
<td>IX</td>
<td>274</td>
<td>73</td>
<td>79.9</td>
<td>Low</td>
</tr>
</tbody>
</table>

Source: SMP Negeri 27 Makassar

The number of social studies teachers at SMP Negeri 27 Makassar is 5 teachers, 1 male social studies teacher, and 4 female social studies teachers. The data proves the lack of teaching staff at SMP Negeri 27 Makassar, especially in social studies subjects.

Based on the results of observations obtained from observations and events in the field, the researchers wanted to conduct a study entitled "Implementation of IPS Teacher Learning Strategies at SMP Negeri 27 Makassar".

METHOD

Researchers explained the experimental design, equipment, data collection methods, and types of control. If the experiment is carried out in nature, then the author describes the research area, and location, and also describes the work carried out. The rules for using subtitles are as follows.

Identification of Variables and Research Design

1. Variable Identification

Noor (Noor, 2011) suggests that the variable is "the activity of testing hypotheses, namely testing the compatibility between theory and empirical facts in the real world".
2. Research Design

Martono (Martono, 2014) suggests research design is "an explanation of the various components that will be used by researchers and the activities that will be carried out during the research process". The stages in question are a design or procedure for describing it as a variable to be studied. Based on this stage, a relationship is made between one variable and another so that it will be easy to formulate the research problem, select relevant theories, formulate the proposed hypotheses, research methods, research instruments, and data analysis techniques to be used. Of course, this will be a guideline for writing research results.

Operational Definition and Variable Measurement

1. Operational Definition

In order to avoid different views and interpretations of the variables under study, as well as facilitate the collection of data in the field according to the problems that have been determined, it is necessary to operationally formulate the variables under study as follows:

a. The learning strategies referred to here are the ways chosen to convey subject matter in a particular learning environment and can be used to achieve these various learning objectives.

2. Variable Measurement

To measure the variables in this study, a questionnaire or questionnaire was used as an instrument that was submitted to respondents using a Likert scale. (Sugiyono, 2013) suggests that "the Likert scale is used to measure attitudes, opinions, and perceptions of a person or group of people about social phenomena".

For the purposes of quantitative analysis, respondents' answers can be scored, for example:

a. Answers are always given a score of 4
b. Frequent answers are given a score of 3
c. Occasional answers are given a score of 2
d. The answer is never given a score of 1

Population and Sample

This research is generally very related to variables. The research variables are behavior, actions, and human products both collectively and in groups, so it can be said that humans are both objects and subjects in research.

This research was conducted on a group of people representing all members who were the target of research conducted on a part of the large group called the sample, for more details the author will describe as follows:

1. Population
The data sources that became the population in this study are presented in table 2 below. The Table 2. State of the population of students in class VII, VIII SMP Negeri 27 Makassar in the academic year 2012/2013.

2. Sample

As a sample in a scientific research, not all of the population can be studied, but only a portion of the population can be studied. This is based on the fact that the research is limited in time, cost, and ability, especially in class IX, because the class has taken the national exam. So this research is not done on the population but based on the sample.

According to Arikunto (Arikunto Suharsimi, 2013) "If the number of subjects is less than 100 it is better to take all of them so that the research is a population study." Furthermore, if the number of subjects is large, between 10-15% or 20-25% or more can be taken.

Based on this opinion, the sampling technique used in this study was simple random sampling, namely a random sampling technique without regard to the existing strata in the population. So the sample from this study was taken randomly from the existing population of two classes, namely class VII, VIII, SMP Negeri 27 Makassar with a total of 685 students. Where the number of subjects is large, it can be taken between 10% of the 685 students of SMP Negeri 27 Makassar, namely 68 students.

Data Collection Technique

In this study the authors describe the data collection techniques as follows:

1) Observation

Observation, that is, making direct observations in the field, in this case what is observed is the learning strategy used by the teacher in presenting teaching materials and matters related to this discussion.

2) Interview

Interviews are a way of asking questions orally to teachers and students who are respondents with the intention of seeking information and knowing in depth the issues discussed in this study.

3) Questionnaire

The questionnaire I mean is a data collection technique used to collect data from students and teachers which is circulated in the form of written questions to be answered by respondents. The questionnaire used in this study is a questionnaire that has available answers in the form of checklists.

4) Documentation
Documentation in this study is the collection of data sourced from archives or school documents that are considered important. The types of documents include the condition of teachers, staff, administration, number of students and other features of school facilities.

RESULTS AND DISCUSSION

A. Research Results

1. Overview of Research Locations

SMP Negeri 27 Makassar originated from SMP Negeri Jongaya which was born in 1967 and is located on Jalan Andi Tonro No. 3 Point of View. After studying for six months led by Mr. Andi Sukma finally SMP Negeri 27 On its way as a formal educational institution in 1995 the school was moved to the south of the city to be precise in the village of Hartaco Indah, Parang Tambung Sub-District under the leadership of Mr. Hadi Abd. Judge. In 1997 the Minister of Education and Culture issued a Decree known as Nomenclature No. 25/O/1997, one of which decided to change the name of SMP Negeri Jongaya to SMP Negeri 27 Ujung Pandang, which is now known as SMP Negeri 27 Makassar.

Until now SMP Negeri 27 Makassar has been passed by 7 school principals, namely:

1) Andi Sukma, from 1967 to 1981
3) Bahrum Sibali, BA, from 1997 to 1999.
4) Drs. Amiruddin, from 1999 to 2002
5) Drs, Achjani Natsir, from 2002 to 2008
6) Drs, Neny Aspirin Thamrin, M.Pd, from 2008 to 2013
7) Drs, H. Bachtiar, M.Pd, from 2013 until now

The Vision and Mission of SMP Negeri 27 Makassar

1) Achievement in sports.
2) Excel in obtaining National Examination results.
3) Achievement in religious activities.
4) Excellent in art. School Mission :
   a. Carry out effective learning and guidance
   b. Preparing a superior generation that has potential in the field of metal and science and technology
   c. Fostering a sense of love for local culture
   d. Support and foster sports and arts activities
   e. Carry out discipline as a whole
   f. Encouraging graduates who excel, have noble character and fear God almighty.
The organizational structure of SMP Negeri 27 Makassar is:

1) Headmaster
2) vice principal
3) Head of administration
4) Finance department or treasurer
5) Administrative and mailing staff
6) Library staff
7) Homeroom teacher

2. Data Presentation

Research Results This section will present exposure to data obtained from the descriptive analysis, product moment analysis, and simple linear regression analysis. For more details, you can see as follows:

a) Descriptive Analysis

The instructions used for this study were a questionnaire that contained 30 questions consisting of 19 items for variable X and 11 variables for variable Y. The purpose of this study was illustrated in a questionnaire distributed to samples containing questions regarding the influence of eye teacher learning strategies and social studies lessons on student learning interest at SMP Negeri 27 Makassar.

Based on the questionnaire, an overview of social studies teacher learning strategies and an overview of students' learning interests were obtained, as follows:

1) Description of Social Science Subject Teacher Learning Strategies (X)

To get an overview of the learning strategies used by social studies teachers at SMP Negeri 27 Makassar, the data was obtained from the results of a questionnaire as a data collection technique. After processing the questionnaire data with descriptive analysis, an overview of social studies teacher learning strategies is presented. For more details, it is described as follows:

Based on the table above, it can be seen that the results of research on social studies teacher learning strategies at SMP Negeri 27 Makassar are in the unfavorable category at intervals of 33-46 with 32.36 percentages, good categories at score intervals of 47-60 with 36.76 percentages and categories very good at the interval of 61-76 with 30.88 percentage. Most are shown in the good category interval 47-60 with a percentage of 36.76. It is also known from the output of SPSS 17 that the average (mean) social studies teacher learning strategy is 53.46 which is then consulted in table 4 at a score interval of 47–60, so it can be said that social studies teacher learning strategies at SMP Negeri 27 Makassar are classified as in the “good” category with the following indicators:

a) Based on the ratio of teachers and students in learning
b) Based on the pattern of teacher and student relationships in learning

c) Based on the role of teachers and students in learning management

d) Based on the role of teachers and students in processing messages or learning materials

e) Based on the thought process in processing messages or learning materials.

B. Discussion

1. Description of Social Science Subject Teacher Learning Strategies

The results of the study show that the description of social studies teacher learning strategies at SMP Negeri 27 Makassar is included in the "good" category, this is reviewed from the following aspects:

a. Based on the ratio of teachers and students in learning

From the results of research that has been done, it can be seen that the ratio of teachers and students in learning, namely the teacher's learning strategy can influence students’ learning interest in social studies subjects. Where the strategies carried out by the teacher in the learning process varied, namely learning by a teacher for a large group (one class), learning by a teacher for a small group (5-7 people), learning by a teacher for students, learning by a team of teachers for a large group (one class) of students, and learning by a team of teachers for a small group (5-7 people) of students, thus creating a sense of liking and interest in following the learning process in class. Thus this affects students' interest in learning to be diligent and pay attention to the teacher's explanation (Djamara, 2015).

b. Based on the pattern of teacher and student relationships in learning

Teachers at SMP Negeri 27 Makassar carry out face-to-face learning relationships, meaning that the teacher who is in class gives directions or explains in front of the class the material presented, after the material is delivered the teacher appoints one of the students to write answers to the questions that have been given by the teacher (Haling, 2007).

In addition to using face-to-face learning, at SMP Negeri 27 Makassar learning is also carried out through attractive and interesting media with the intention that students can more easily and enthusiastically participate in the learning process. Through media-based learning it is hoped that students will be more enthusiastic and active in receiving material.

The learning process using the media makes it easier for the teacher to explain difficult material in the form of videos or images that are difficult to explain by lecture or face-to-face methods. After the teacher explains the learning material with the media, whether it's material in the form of videos or pictures, the teacher then asks one of the students to explain again the material that has been delivered, with the intention of knowing the extent of students' understanding of the material that has just been taught.
c. Based on the role of teachers and students in the management of learning

   SMP Negeri 27 Makassar teachers provide teacher-centered learning, that is, students only pay attention to the teacher, and the teacher explains more to students so that students become bored. Teachers of SMP Negeri 27 Makassar, especially social studies teachers, always explain as necessary when teaching but provide opportunities for students to find out and find the social studies material being taught on their own, so that students play a direct role in finding problems and solving problems in learning (Sahabuddin, 2007).

d. Based on the role of teachers and students in processing messages or learning materials

   Based on the role of teachers and students in processing messages or learning materials where there is expository and heuristic learning. Learning by using the expository strategy makes students bored and difficult to understand especially when used frequently, but does not affect the level of attendance of students to always participate in the learning process. In addition to expository, the inquiry strategy is also used in the learning process and student reactions increase when using this strategy.

e. Based on the thought process in processing messages or learning materials

   From the results of the research that has been done, it can be seen that the process of thinking in processing messages or learning materials in social studies subjects uses deductive learning strategies. This can be seen when using this strategy where the teacher provides general information and provides opportunities for students to be able to draw conclusions and illustrate general concepts to more specific matters. When the teacher gives an explanation of the material and questions students are able to answer the questions raised by the teacher (Wina Sanjaya, 2016).

   As for inductive learning strategies, the teacher is seen giving examples of information which will then expose students to general material or more complex material.

   The deductive to inductive learning strategy was not applied at SMP Negeri 27 Makassar because the teachers saw the classroom setting as conducive to strategy use. The aspects above are in line with the opinion of Mr. Haeril Asker S.Pd as a social studies teacher for class VIII at SMP Negeri 27 Makassar who stated that:

   "The teacher's learning strategy at SMP Negeri 27 Makassar uses face-to-face, media, face-to-face plus media learning, which is teacher-centered, student-centered, expository, heuristic, deductive and inductive. This learning strategy is implemented in accordance with the curriculum, and in accordance with class situation. The expository strategy is more prominent because the class 1 and 2 students' learning hours during the day make the teachers less enthusiastic and are driven by external problems that affect the learning
process. Book media also influences learning strategies, teachers are required to be creative in choosing learning strategies in order to... (Interview, June 1, 2013)

The learning strategy is the design of the selected teacher's activities to convey the desired learning material. As is the case with Gerlach and Ely's theory in (Wenda, 2012) Learning strategies are "means chosen to convey subject matter in a particular learning environment, which includes the nature, scope and sequence of activities that can provide learning experiences to students".

Learning strategies also vary, for that the selection of learning strategies must be careful and precise so that the delivery of material can be accepted and understood by students. The learning strategy is a systematic way that is chosen and used by a student to convey learning material, so as to facilitate learning to achieve certain learning objectives. The application of learning strategies must be adapted to the conditions of the school, both students and facilities and infrastructure, time, and technological developments to achieve the desired learning objectives.

CONCLUSIONS AND RECOMMENDATIONS

A. Conclusion

Based on the results of the analysis and discussion of the results of this study, regarding the description of social studies teacher learning strategies at SMP Negeri 27 Makassar, the researchers concluded that:

1) The description of social studies teacher learning strategies at SMP Negeri 27 Makassar belongs to the "good" category in terms of aspects: 1) based on the ratio of teachers and students in learning, 2) based on the pattern of teacher and student relationships in learning, 3) based on the role of teachers and students in learning management, 4) based on the role of teachers and students in processing messages or learning materials, 5) based on thought processes in processing messages or learning materials.

B. Suggestion

Based on the conclusions presented above, the researcher provides several suggestions, namely:

1. The social studies teacher's learning strategy at SMP Negeri 27 Makassar needs to be upgraded to a very good category with aspects: 1) based on the ratio of teachers and students in learning, 2) based on relationship patterns teachers and students in learning, 3) based on the role of teachers and students in learning management, 4) based on the role of teachers and students in processing messages or learning materials, 5) based on thought processes in processing messages or learning materials.
DAFTAR PUSTAKA


https://scholar.google.com/citations?view_op=view_citation&hl=en&user=uUIujUAAAAJ&citation_for_view=uUIujUAAAAJ:9yKSN-GCB0IC
