

Improving student learning enthusiast in the Geography Learning of Regional and Spatial concept through OIM techniques State High School 2 Bandar academic year 2019/2020

Aprimorando o entusiasta da aprendizagem do aluno na Aprendizagem Geográfica do conceito Regional e Espacial por meio das técnicas OIM State High School 2 Bandar ano acadêmico 2019/2020

Mejoramiento de los entusiastas del aprendizaje de los estudiantes en el Aprendizaje de Geografía del concepto Regional y Espacial através de técnicas de OIM Escuela Secundaria Estatal 2 año académico de Bandar 2019/2020

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Abstract

This study aims to increase students' enthusiasm for learning in Geography Lessons on Regional Concept and Spatial Planning through OIM (Observe, Imitate, and Modify) Techniques in Class XII Social Science 2 State High School 2 Bandar Academic Year 2019/2020. This study uses a quantitative qualitative approach, mixed methods research design. The type of research used in this study is Classroom Action Research. In this study, the results showed that in the pre-cycle the score was 23.30, meaning that students' enthusiasm for learning was less. Then the first cycle produced an average score of 43.3 which means that students' enthusiasm for learning is good, and then in the second cycle it produces an average score of 63.3 which means that students' enthusiasm for learning is very good. Based on the results, it can be concluded that in student observation activities, the teacher assesses that students can actively pay attention to the teacher's explanation in learning activities, students actively ask teachers or friends about material that has not been understood, students work on assignments given on time, students take advantage of the time there to discuss lessons, with friends and with teachers, students actively read books.

Keywords: Student learning enthusiast; Classroom action research; OIM technique; Teaching; Geography lessons.

Resumo

Este estudo tem como objetivo aumentar o entusiasmo dos alunos para aprender em aulas de geografia sobre conceito regional e planejamento espacial por meio de técnicas OIM (observar, imitar e modificar) na classe XII Ciências sociais 2 Ensino médio estadual 2 Bandar Ano Acadêmico 2019/2020. Este estudo utiliza uma abordagem quantitativa qualitativa, delineamento de pesquisa de métodos mistos. O tipo de pesquisa usada neste estudo é a Pesquisa-Ação em Sala de Aula. Neste estudo, os resultados mostraram que no pré-ciclo a pontuação foi de 23,30, o que significa que o entusiasmo dos alunos pela aprendizagem foi menor. Então, o primeiro ciclo produziu uma pontuação média de 43,3, o que significa que o entusiasmo dos alunos pela aprendizagem é bom, e, no segundo ciclo, produz uma pontuação média de 63,3, o que significa que o entusiasmo dos alunos pela aprendizagem é muito bom. Com base nos resultados, pode-se concluir que nas atividades de observação dos alunos, o professor avalia que os alunos podem ativamente prestar atenção à explicação do professor nas atividades de aprendizagem, os alunos questionam ativamente os professores ou amigos sobre o material que não foi compreendido, os alunos trabalham nas tarefas dado a tempo, os alunos aproveitam o tempo lá para discutir as aulas, com amigos e com professores, os alunos leem livros ativamente.

Palavras-chave: Entusiasta da aprendizagem do aluno; Pesquisa-ação em sala de aula; Técnica OIM; Ensino; Aulas de geografia.

Resumen

Este estudio tiene como objetivo aumentar el entusiasmo de los estudiantes por aprender en lecciones de geografía sobre concepto regional y planificación espacial a través de técnicas OIM (observar, imitar y modificar) en la clase XII Ciencias sociales 2 Escuela secundaria estatal 2 Año académico Bandar 2019/2020. Este estudio utiliza un enfoque cuantitativo cualitativo, diseño de investigación de métodos mixtos. El tipo de investigación utilizada en este estudio es Investigación de acción en el aula. En este estudio, los resultados mostraron que en el pre-ciclo la puntuación fue de 23,30, lo que significa que el entusiasmo de los estudiantes por aprender fue menor. Luego, el primer ciclo produjo un puntaje promedio de 43.3 lo que significa que el entusiasmo de los estudiantes por aprender es bueno, y luego en el segundo ciclo produce un puntaje promedio de 63.3 lo que significa que el entusiasmo de los

estudiantes por aprender es muy bueno. Con base en los resultados, se puede concluir que en las actividades de observación de los estudiantes, el docente evalúa que los estudiantes pueden prestar atención activamente a la explicación del docente en las actividades de aprendizaje, los estudiantes preguntan activamente a los docentes o amigos sobre material que no ha sido entendido, los estudiantes trabajan en tareas dado a tiempo, los estudiantes aprovechan el tiempo allí para discutir las lecciones, con amigos y con los maestros, los estudiantes leen libros activamente.

Palabras clave: Entusiasta del aprendizaje de los estudiantes; Investigación-acción en el aula; Técnica OIM; Enseñanza; Lecciones de geografía.

1. Introduction

One of the indicators can be used as a measure of the success of an educational institution in producing quality graduates is reflected in the learning achievements achieved or the values obtained in each subject which presented at the educational institution, including in economic subjects (Zulyadaini, 2020). It can be seen from the results of research that has been implemented that the scores of daily tests and semester exams are considered unsatisfactory (Rahmawati, 2015). This is concerning the problem for all parties, and the low learning outcomes of the economy are assumed to be due to obstacles experienced by students (Riyana, 2007).

Student learning achievement is strongly influenced by the enthusiasm of student learning. If enthusiasm for learning is high, student achievement will increase (Stošić, 2015). Enthusiasm to learn is a very important factor in student success, because, the role of interest has a big influence on a person's willingness to accept and do an action (Nugroho, 2014). If students' enthusiasm for learning begins to decline, then it can be ascertained that the student which concerned is less enthusiastic in participating in a series of learning activities, both in class and at home. Therefore, with enthusiasm for learning, students will be more able to understand and work on assignments with enthusiasm (Djamarah, 2002).

As for the conditions in the field, the researcher saw that the enthusiasm for learning Class XII Social Science 2 is low; this was shown by the decreasing value of student enthusiasm for learning, because enthusiasm for learning was closely related to student learning outcomes. The low enthusiasm of students is due to obstacles in learning (Sardiman, 2000). The obstacles in question can be in the form of internal factors (from inside the student) and external factors (from outside the student), including: learning facilities, parental

participation, parental attention, learning environment, study habits, learning activities, achievement motivation, attitudes towards school and other basic abilities (Bebell & O'Dwyer, 2010). From these factors, the learning environment factor is quite important compared to several other factors (Hamalik, 2003).

Therefore, the researcher wants to implement the OIM (Observe, Imitate, and Modify) technique on students, students can increase their enthusiasm for learning. The OIM technique, namely the Observe, Imitate, and Modification Model, is a learning model not much different from Copy the Master learning model (Saminanto, 2010). The modified imitation observation strategy (OIM) is derived from one of the 7 components of the Contextual Teaching and Learning (CTL) learning approach, namely modeling. Modeling in CTL is the provision of models or examples that can be imitated. The model can be a way of operating something, or the teacher giving an example of how to do something. The stages in the OIM strategy are the stages of observing, imitating, and modifying (Nashar, 2004).

Based on the background above, the researcher aims to implement the Increasing Student Enthusiasm for Geography Lessons on Regional Concepts and Spatial Planning through ATM Techniques (Observe, Imitate, and Modify) in Class XII Social Science 2 State High School 2 Bandar Academic Year 2019/2020.

2. Methodology

This Classroom Action Research was conducted at State High School 2 Bandar with the school profile such as: teachers; 48, male students; 267, female students; 517, study groups; 24, curriculum; K-13. This research uses a quantitative qualitative approach. Mixed methods research design is a procedure for collecting, analyzing, "and mixing" quantitative and qualitative methods in a study or series of research to understand research problems (Cresswell, Plano-Clark, Gutmann, & Hanson, 2003).

The type of research used in this research is Classroom Action Research. Citing the definition put forward by Stephen Kemmis as quoted in (Hopkins, 2008; Saminanto, 2010) in his book entitled *A Teachers' Guide to Classroom Research*, Bristol, PA, page 44 can be explained that the definition of PTBK is a form of reflective study by actors of action, which is carried out to increase the rational stability of their actions in carrying out assignment, the deepen understanding of the actions taken, improve conditions in which the counseling practices are carried out collaboratively (Santrock, 2003).

According to Kurt Lewin, describes action research as a spiral cyclic process which includes several steps, namely planning, implementing, observing and reflecting. The subjects of this research are all students of State High School 2 Bandar for the 2019/2020 academic year, while the sample of this study was several students of Class XII Social Science 2 State High School 2 Bandar. The research sample was taken by means of probability sampling. Probability sampling is a random or random sampling method (Sukmadinata, 2005).

Research variables are all conditions that are observed to be controlled and even manipulated by the researcher when conducting research (Cohen, Huprich, Jones, & SMith, 2015). The Directorate of Higher Education, the ministry of education and culture defines it as all things that are used as objects in research. After knowing the meaning of research variables, this type is divided into two types, namely independent variables and dependent variables (Ayunigrum, 2012). In this study, there are 2 variables, namely the independent variable and the dependent variable. The independent variable is the OIM technique (Observe, Imitate, and Modify) and the dependent variable is student enthusiasm for learning (Hasan, 2004).

3. Result and Discussion

A. Results

This classroom action Research implemented with 3 cycles which is Pre-cycle, cycle I, cycle II, it is implements within 2 days or 2x meeting on 7 and 8 October 2019. While cycle II also implemented within 2 days or 2x meeting, such as 21 and 22 October 2019. There are the activities details are below:

3.1 First Condition (Pre-cycle)

In the initial condition, researcher is not yet implements OIM technique (Observe, Imitate, and Modification). In the pre-cycle, researcher observes the enthusiasm of student learning and implementing interview through several students can be seen in the Table 1 above:

Table 1. Activity Result in the Pre-Cycle.

Activity Result in the Pre-Cycle			
No	Score	Total	Information
1	0-24	20	Low
2	25-49	3	Good
3	50-75	0	Very Good
Total of Students		23	Students
Average		23,30	Student Enthusiast Learning Is Low

Source: Own Study.

In the Table 1, There are the observation result of researcher on the student enthusiast learning before action, in the pre-cycle obtained the median score of observation 23,30 meaning that students' enthusiasm for learning was less. Furthermore, the researcher feels it is very important to carry out research using the OIM technique (Observe, Imitate, and Modify).

3.2 Cycle I

a. Planning

In this cycle, 2X meetings were held for the teacher to prepare 2 lesson plans (RPP). At each meeting, student worksheets (LKP) are prepared, to retrieve data about the activities of the teacher and student researchers prepare teacher and student observation sheets.

b. Action Implementation

While implementing the action, teacher is implemented the learning processes begin from opening and the end action. There are the action activities in the cycle I:

➤ Preliminary activities

Orientation

Do the opening with an opening greeting and pray to begin learning, checking the students' attendance as discipline attitudes. Preparing physical and psychological students in started learning activities.

Apperception

Related material/theme/activity learning that will implements with the students experiences with material/theme/activity previously, realizing the material requirements with asking. Asking question regarding with subject will implemented.

Motivation

Gives illustrations relatedto the benefits of learning the lessons to be learned. If the material/theme/project is worked well and this is expertise well, so student is expected to explains about: area concept, delivering learning objectives at the meeting that took place, asking questions.

➤ **Main Activity**

Students are given motivation or stimulation to focus on the topic. Observing the pictures contained in the book or through video screenings presented by the teacher. Listening to the material provided by teacher related to the concept of area and spatial planning, listening to the introductory explanation of the activity in outline/global subject matter regarding the concept of area and spatial planning. Gather information, collect data obtained from various sources about the concept of area and spatial planning. Explore his knowledge by reading reference books on regional concepts and spatial planning.

➤ **Closing Activity**

Teacher

Checking student work that has been completed is immediately checked. Students who have finished working on the project correctly are initialed and given a ranking serial number, for project assessment. Give awards to groups that have good performance and cooperation. Planning follow-up activities in the form of group / individual assignments (if needed), schedule homework, delivering the lesson plan at the next meeting.

c. Observation

Teacher

Teaching activities carried out by the teacher from beginning to end are observed by the observer. Observations are carried out with the observation sheet has been provided. What is observed includes several aspects.

Student

In observing students using an observation sheet which includes several indicators of observation objectives include:

1. Strong will to act. 2. The amount of time devoted to studying. 3. Willingness to carry out obligations in the classroom. 4. Persistence in doing assignments. 5. Resilient in the face of adversity. 6. Shows interest in the human movement system material. 7. Prefer to work independently. 8. Can defend his opinion.

d. Reflection

In the Table 2, it can be seen in the Table 2 below:

Table 2. Activity Result in the Cycle I.

Activity Result in the Cycle I			
No	Score	Total	Information
1	0-24	0	Low
2	25-49	17	Good
3	50-75	6	Very Good
Total of Students		23 Students	
Average		43,3	Student Enthusiast Learning Is Good

Source: Own Study.

In the cycle I obtained the median score 43,3 means students' enthusiasm for learning is good. Therefore, OIM Technique (Observe, Imitate, and Modification) can increase students' enthusiasm for learning little by little.

In student observation activities, the teacher assesses that students can actively pay attention to the teacher's explanation in learning activities, students actively ask teachers or friends about material that has not been understood, students work on assignments given on time, students take advantage of the available time to discuss lessons, with friends and with teachers, students actively read books to find sources of correct answers in doing assignments in class, students actively discuss with friends in completing assignments.

Students are diligent in doing assignments given by the teacher, students do not easily give up something in class, students are not ashamed if they experience failure and are able to get back up to be better, in doing questions or doing assignments in class, students can relate lessons to daily life, students show concern for their friends who have not succeeded, students trying to do the task according to students ability are confident in doing something in class during lessons, students dare to express their opinions in class discussion forums, students are able to defend their opinions and reasons in front of other friends.

3.3 Cycle II

a. Discussion

The activity steps in the cycle II are the same as in the cycle I, including planning, implementing actions, observing the evaluation of learning outcomes and reflecting. The difference between cycle I and II are at the stage of implementing the action. In the second cycle the action was carried out in 2X meetings.

b. Action Implementation

During the implementation of the teacher actionis carries out the learning process starting from beginning until end of the activities. The following are the action activities in cycle II:

➤ Preliminary activities

Orientation

Do the opening with an opening greeting and pray to begin learning, checking students' attendance as the discipline attitudes. Preparing physical and psychological students in started learning activities.

Apperception

Related material/theme/activity learning that will implements with the students experiences with material/theme/activity previously, realizing the material requirements with asking. Asking question regarding with subject will implemented.

Motivation

Gives the illustrations related to the benefits of learning the lessons to be learned. If the material/theme/project is worked well and this is expertise well, so student is expected to explains about: area concept, delivering learning objectives at the meeting that took place, asking questions.

➤ **Main Activity**

Students are given motivation or stimulation to focus on the topic. Observing the pictures/photos contained in the book or through video screenings presented by the teacher. Listening to the material provided by teacher related to the concept of area and spatial planning, listening to the introductory explanation of the activity in outline/global subject matter regarding the concept of area and spatial planning. Gather information, collect data obtained from various sources about the concept of area and spatial planning. Explore the knowledge by reading reference books on regional concepts and spatial planning.

➤ **Closing Activity**

Teacher

Checking student work that has been completed is immediately checked. Students who have finished working on the project correctly are initialed and given a ranking serial number, for project assessment. Give awards to groups that have good performance and cooperation. Planning follow-up activities in the form of group / individual assignments (if needed), schedule homework, delivering the lesson plan at the next meeting.

c. Observation

Teacher

Teaching activities carried out by the teacher from beginning to end are observed by the observer. Observations are carried out with the observation sheet has been provided. What is observed includes several aspects.

Student

In observing students using an observation sheet which includes several indicators of observation objectives including strong will to act. The amount of time devoted to study, willingness to carry out obligations in the classroom, persistence in doing assignments, resilient in the face of adversity, shows an interest in the human motion system material. Prefer to work independently, and can defend his opinion.

3.4 Reflection

In the Table 3, it can be seen that the results of the activity result in the cycle II:

Table 3. Activity Result in the Cycle II.

Activity Result in the Cycle II			
No	Score	Total	Information
1	0-24	0	Low
2	25-49	0	Good
3	50-75	23	Very Good
Total of Student		23 Student	
Average		63,3	Student Enthusiast Learning Is Very Good

Source: Own Study.

In the second cycle, the average score was 63.3. Students' enthusiasm for learning was very good. So the OIM technique (Observe, Imitate, and Modify) can increase students' enthusiasm for learning. In student observation activities, the teacher assesses that students' enthusiasm for learning is increasing day by day, this is evidenced by the increase in the average score results from pre-cycle to cycle I to cycle II.

The pre-cycle average score showed a score of 23.30 which means that students' learning enthusiasm is less, then the first cycle produces an average score of 43.3 which means that students' enthusiasm for learning is good, then in the second cycle it produces an average score of observations, and 63.3 which means that students' enthusiastic learning is very good.

3.5 Discussion

Enthusiasm to learn is very important in teaching and learning activities, because enthusiasm for learning encourages the enthusiasm for learning and conversely the lack of enthusiasm for learning will weaken the enthusiasm for learning. Student who studies without enthusiasm for learning, will not succeed optimally.

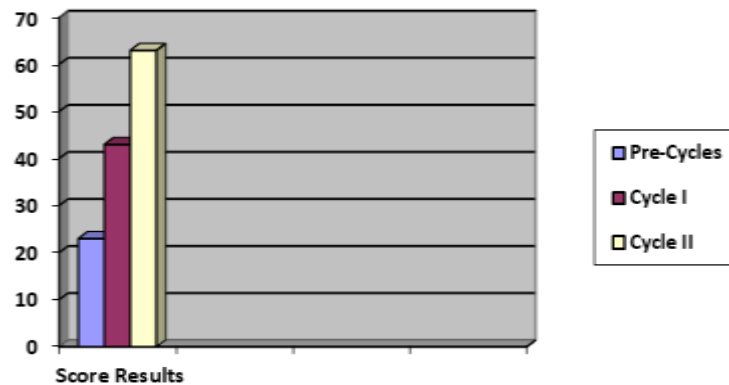
In the pre-cycle, the score was 23.30, meaning that students' enthusiasm for learning was less. Then the cycle I produced an average score of 43.3 which means that students' enthusiasm for learning is good, in the cycle II it produces an average score of 63.3 which means that students' enthusiasm for learning is very good.

In student observation activities, the teacher assesses that students can actively pay attention to the teacher's explanation in learning activities, students actively ask to teachers or friends about material that has not been understood. Students work on assignments given on time, students take advantage of the time available to discuss lessons, with friends and teachers, students actively read books to find sources of correct answers in doing assignments in class, students actively discuss with friends in completing assignments.

Students are diligent in doing assignments given by the teacher, students do not easily give up something in class, students are not ashamed if they experience failure and able to get back up to be better, in doing questions or doing assignments in class, students can relate lessons to daily life. Students show concern for their friends who have not succeeded, students trying to do the task according to students ability are confident in doing something in class during lessons, students dare to express their opinions in class discussion forums, students are able to defend their opinions and reasons in front of other friends.

There is improvement graphic of student learning enthusiast from pre-cycle into cycle II, it can be seen in the Graphic 1:

Graphic 1. Increased enthusiasm for student learning from pre cycle, cycle I to cycle II.



Source: Own Study.

4 Conclusion and Suggestion

A. Conclusion

In the pre-cycle, the score was 23.30, meaning that students' enthusiasm for learning was less. Then the first cycle produced an average score of 43.3 which means that students' enthusiasm for learning is good, and then in the second cycle it produces an average score of 63.3 which means that students' enthusiasm for learning is very good.

In the student observation activity, teacher assess that the active student notice the teacher explanation in the learning activity, active student asks to teacher or friend related to the material that is not yet understood, student do the assignment that given on the time. The students take advantage of the available time to discuss lessons, with friend or teacher, the active student reading books to find the right answer sources to do the assignment in the class. The active student discuss with friends to do the assignment, student is diligent to do the assignment that given by teacher. Student is never give up to do the assignment in the class, students are not ashamed when they experience failure and are able to rise again for the better, in doing questions or doing assignments in class, students can relate lessons to everyday life, students show concern for their friends who have not succeeded, students try to do assignments according to their abilities, students are confident in doing something in class during lessons, students Dare to express opinions in class discussion forums, students are able to defend their opinions and reasons for it in front of other friends.

B. Suggestion

In this study, there are several things that need attention, which are suggestions from researchers to readers in general, as well as interested parties, namely OIM (Observe, Imitate, Modify) techniques that can be applied to schools that have characteristics such as the class that is the subject of this study. The OIM Technique (Observe, Imitate, and Modify) counseling should be tried to be applied to other problems.

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Percentage of Contribution in Manuscript

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