

## THE IMPROVEMENT OF SOCIAL SCIENCE LEARNING QUALITY THROUGH APPLYING THE INTEGRATED SOCIAL INTERACTION WITH MODIFIED BEHAVIOR (ISOMOKAKU) LEARNING MODEL in ELEMENTARY SCHOOL

Achmad Fathoni<sup>1</sup>,  
Suyahman<sup>2</sup>

### ABSTRACT

*This research aimed to describe the improvement of Social Science Learning quality through applying "ISOMOKAKU" learning model in Elementary School. This study was a classroom action research using experimental approach. The subject of research was Social Science teachers in Elementary School, while the object was the improvement of social science learning quality. Methods of collecting data used were: observation, in-depth interview, and documentation. Technique of analyzing data used was quantitative one to find out the change of teacher and student activities in Social Science learning after applying ISOMOKAKU learning model. Data analysis was implemented through some cycles. The result of research indicated that Social Science learning in Elementary School before teacher used "ISOMOKAKU" learning models showed a worrying condition: students were passive, learning was teacher-oriented (teacher was more dominant), students were not interested in and bored quickly, students paid less attention to the learning, students were not motivated to ask question, students responded inadequately to the learning material taught, students' absorbability was low, as indicated with out of 30 students, only 10 meet the Minimum Mastery Criteria (MMC), but after the application of ISOMOKAKU learning model, there were some significant changes: students were active, students were motivated to ask question, students responded much to the learning material, students' absorbability was high as indicated with out of 30 students, 27 had met MMC, and the learning was student oriented. In the application of "ISOMOKAKU" learning model based on humanistic communication, teacher served as facilitator and motivator so that teacher appreciates and respects the differences every student has. Therefore, teacher provided learning service according to the characteristics of individual students. Such learning provides the feelings of secure, comfort, and peace to students, thereby supporting the realization of high-quality learning. The conclusion was that "ISOMOKAKU" learning model could improve the quality of Social Science learning in Elementary School.*

**Keywords: "ISOMOKAKU" learning model and Humanistic Communication**

### INTRODUCTION

Learning is a planned, directed, programmed, continuous and sustainable process. The end target of learning is a change in knowledge, attitude, and skill. The change here is permanent in nature that will be the provision (capital) toward life independence.

The achievement of learning objective is determined not only by one factor, but also by the interrelation between factors existing in the learning. In the learning, according to Slameto (2005), there are some components: objective, teaching material, method and media, student, and educator/teacher. As a system, each of components creates integrity or a whole. Each of components interacts with each other, relates actively and interdependent. For example, the determination of learning material refers to specified objective, and how the material is delivered using appropriate strategy supported with appropriate media. Learning evaluation will refers to the learning objective, the material provided, media and strategy used, and other components are interdependent and interpenetrating.

Learning process and system in every level and type of formal education has different characteristics from others'. Similarly, one subject is different from another (Budi, 2015). These differences build on a reality that every student at education level and type has heterogeneous difference, in the term of mentality, emotionality, social, spirituality, and intellectuality aspects. Similarly, every subject has different emphasis (Robbani, 2016). Considering this reality, particularly Social Science learning in Elementary School has learning strategy, model, and approach different from that in other education level and type. Social Science in elementary school is an education program integrating interdisciplinary concepts of social and humanities sciences (Susilo 2008:1). Through Social Science teaching, the students are expected to have simple insight into basic concepts of humanities social sciences. Such conception is very desirable in living within society and finally the conceptualization will make students the responsible society members and citizens. Generally, the objective of Social Science subject is to enable the students: (1) to identify concepts related to society life and environment; (2) to have basic ability of thinking logically and critically, curiosity, inquiry, problem solving, and skill in social life; (3) to have commitment and awareness of social and humanity values; (4) to gave communicating, cooperating, and competing ability in plural society, at local, national, and global level (BSNP 2006: 575). Social Science Education in Elementary School should pay attention to the 6-12 year old students' need. The 7-11 year old children, according to Piaget (in Achmad, 2005:1), is at intellectual/cognitive ability development at operational concrete level. They view the world as whole, and consider that the next year is still far. What they care about is the present (concrete) rather than the future they have not been able to understand (abstract). Meanwhile, Social Science material is

replete with abstract messages. Time, change, continuity, direction, environment, acculturation, power, democracy, value, role, demand, and scarcity are abstract concepts in Social Science study program that should be taught to Elementary School students.

The result of field observation the author has conducted from January to February 2017 on Elementary School students in Kartasura Sub District shows that generally Teacher has not implemented their skill in learning variation, for example, grouping students in learning, discussion and presentation. The learning feels monotonously, learning is teacher oriented, and students are not motivated in learning. The students' learning outcome in Social Science has not been maximal. It is supported with the data showing that the mean score of quiz and 1<sup>st</sup> mid semester test in the school year of 2016-2017 indicating that many students still obtain score below Minimum Mastery Criteria (MMC) specified by school for Social Science subject, 77. The data of learning outcome shows the lowest score of 60 and the highest one of 99, with the class mean score of 75. Out of 39 students, only 17 (43%) students obtain score above MMC, while the rest of 22 students (56%) obtain score below MMC. Considering the data of learning outcome and Social Science learning implementation, the quality of learning process should be improved in order to improve the students' learning outcome.

This research focuses on the learning phenomenon of less maximal learning outcome, so that a solution should be sought to find the more accurate, modern, and appropriate learning model to deliver the learning material of Social Science in the 6<sup>th</sup> grade of Elementary School. One model the author offers here is ISOMOKAKU. This model was selected based on some consideration that this model is an integration of social interaction and modified behavior learning models. This integration of two models is considered as very appropriate because social interaction learning model plays a reliable role to build social mentality of students according to their age in Social Science subject in Elementary School. Similarly, modified behavior learning model is also appropriate to Social Science learning in Elementary School because the end objective of Social Science learning in Elementary School is to change attitude and behavior. However, it has been recognized that the two models have strength and weakness so that when only one model is used, the objective of learning will not be achieved maximally. Integrating those two models can make them overlapping so that one model's weakness can be compensated with another's strength. Thus, combining the two models in Social Science learning in Elementary School is considered as appropriate.

Considering the elaboration in introduction section, the problem statement of research is as follows: Can the application of ISOMOKAKU learning model based on humanistic communication improve the quality of Social Science learning in the 6<sup>th</sup> graders of SD Negeri Pucangan 3 (the 3<sup>rd</sup> Public Elementary School) in Kartasura Sub District? Based on the problem statement, the objective of research is formulated as follows: to find out whether or not there is an improvement of social science learning quality in the 6<sup>th</sup> graders of SD Negeri Pucangan 3 in Kartasura Sub District through applying "ISOMOKAKU" learning model based on humanistic communication. The hypothesis of research is that there is a significant improvement in the quality of Social Science learning in the 6<sup>th</sup> grade of SD Negeri Pucangan 3 of Kartasura Sub District through applying "ISOMOKAKU" learning model based on humanistic communication. The improvement of learning quality is characterized with the improved qualities of students' learning activity and learning outcome.

### **Method**

This study was a classroom action research using experimental approach. Classroom action research, according to Toni (2016), is the one aiming to find solution to the problem encountered by teachers in the learning in their class. Teachers encounter very complex problems related to students, learning objective, teaching material, learning method, media, strategy, approach, and environment. These problems are so complex that the teachers have different problems. The classroom action research is expected to give solution to teachers' problem. To create objectivity in classroom action research, teachers should collaborate with their fellow teacher in their school or in other schools and with experts such as lecturers or other practitioners. In this classroom action research, the collaborator was a lecturer in Elementary School Teacher Education Program of Teacher Training and Education Faculty of Surakarta Muhammadiyah University (UMS). The author accidentally assumes classroom action research and learning model courses so that his skill may help solve the problem encountered as maximally as possible.

In this classroom action research, the subjects studied were teacher or researcher teaching the 8<sup>th</sup> grade of SD Negeri Pucangan 3 Kartasura in Social Science learning and the 8<sup>th</sup> graders of SD Negeri Pucangan 3 Kartasura in the school year of 2016-2017. The 8<sup>th</sup> graders of SD Negeri Pucangan 3 Kartasura consist of 39 students: 23 boys and 16 girls. Meanwhile the factor studied or the object of research was the application of ISOMOKAKU learning model. The objective of research was to find out the improvement of learning activity and learning outcome in the 8<sup>th</sup> graders of SD Negeri Pucangan 3 Kartasura.

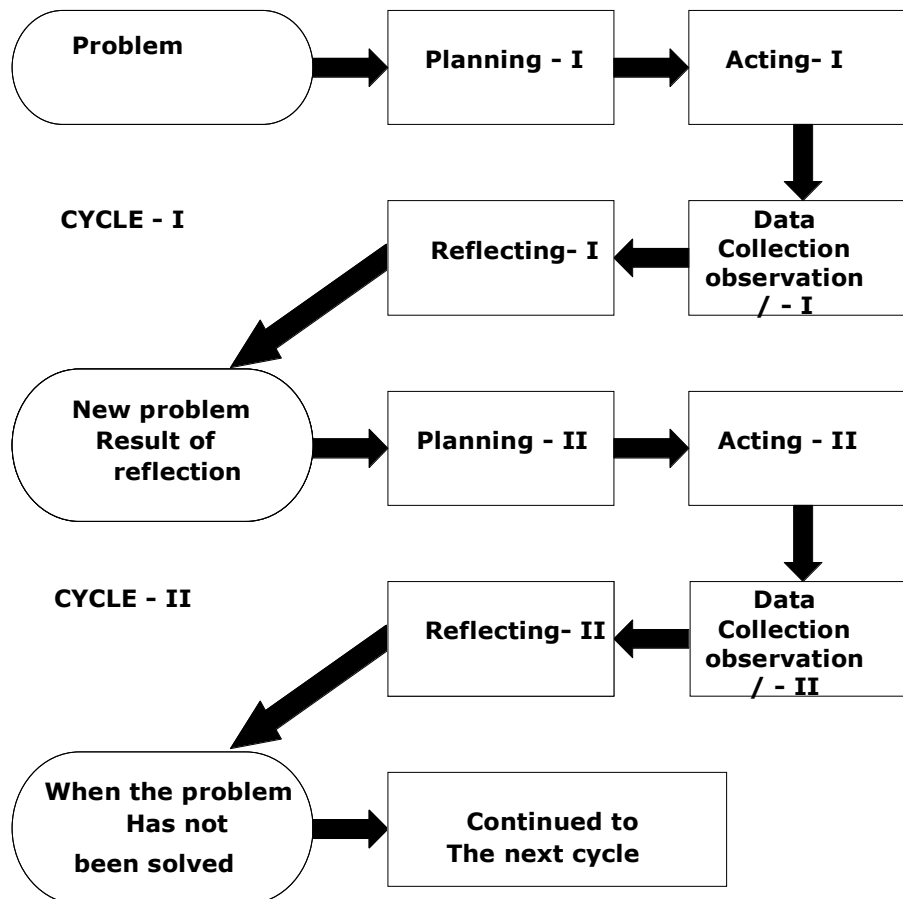
The data collected in this study included quantitative data in the form of students' formative test score in cycles I and II. Meanwhile, collective data collected included: (1) data of teacher performance taken using Ability Assessment Instrument modified with ISOMOKAKU learning model, and (2) data of students' learning activity obtained from some aspects: firstly, students' enthusiasm in attending the process; secondly, students' bravery in asking question in learning process; thirdly, students' activity in implementing ISOMOKAKU learning model; fourthly, students' activity in presenting group's work by assessor group and listening and responding to the group's work in ISOMOKAKU learning model; and fifthly, students' cooperating ability in group in ISOMOKAKU learning model. The data used in this classroom action research derived from such sources as teacher, students, and documentation.

Techniques of collecting data used were test, interview, observation, and documentation. The instrument of collecting data was used to collect the data needed. The instrument included: (1) formative test items given in the end of cycle. Test blueprint and complete test is in 1. (2) Observation sheet is used to observe teacher's performance using APKG 1 and 2 modified with ISOMOKAKU learning model and interview sheet to interview teachers about their perception before and after using

ISOMOKAKU learning model. Observation sheet is used to find out the learning activity of the 6<sup>th</sup> graders of SD Negeri Pucangan 3 of Kartasura Sub District.

Data analysis was carried out using quantitative technique to find out whether or not the Social Science learning outcome improves and qualitative one to find out the change of teacher and student activity in Social Science learning after the application of ISOMOKAKU learning model. In its implementation, data analysis was carried out in some cycles.

The procedure of data analysis is illustrated in the figure below.



The indicator of successfulness is the mastery standard that has been specified in research implementation. This indicator of successfulness becomes a guideline in determining the successfulness of class action research. So, the author does not determine the learning outcome standard haphazardly. ISOMOKAKU learning model is considered as successful when there is an improvement in teacher performance, student learning activity, learning outcome of Social Science in the 6<sup>th</sup> graders of SD Negeri Pucangan 3 of Kartasura Sub District, when the score of teacher performance and student learning activity is 80 or more, while the minimum mastery criteria is 77.

## Result and Discussion

### 1. Result

From the result of observation on teacher of 6<sup>th</sup> grade during delivering Social Science learning, the author found that the learning model applied by teacher is less appropriate and teacher's mastery of learning model is inadequate, thereby the outcome is not maximal. When the learning has been completed, the author asked the corresponding teacher about the why the learning is not attractive and joyful to the students, and the teacher replied that the learning model applied at that time was less suitable to student condition, teaching material, and media used, thereby the outcome is less satisfactory. The author asked "Do you realize completely the failure of learning process you did in some last weeks", and the teacher replied "Yes, I do, because I assume that the learning model I choose will be appropriate to be a medium of delivering Social Science teaching material in the 6<sup>th</sup> grade of SD Pucangan 3. "So, what should you do", asked the author and the teacher replied "I will conduct a scientific research in the form of classroom action research on my failure in implementing Social Science learning in the 6<sup>th</sup> grade. Furthermore, the author asked "do you want to collaborate with me to improve the learning model into the one better and more appropriate to deliver Social Science subject in Elementary School?". The teacher said that he wanted me help him find solution to the problem he encountered. Then, we programmed and planned the agenda we would do first. In my opinion, it would take 2 weeks to equate our perception on learning model, and the teacher was ready to do so. Then, on the second week of February, we planned

to give enlightenment about more modern learning model that is more appropriate to deliver Social Science learning material in the 6<sup>th</sup> grade. At the time promised, the collaborator explains the details of systematical measures to apply ISOMOKAKU learning model. Then, collaborator asked the teacher to practice it with other teachers in order to create peer learning process, with the teacher being the model. When teacher practiced teaching, the collaborator prepared observation guideline to note the change experienced by other teachers as students and the corresponding teacher as the model.

The result of observation shows the great change in which learning process became more attractive and joyful rather than monotonous, the students were motivated, asked question actively, and teacher can develop teaching material optimally. Considering the changes, the collaborator told the corresponding teacher to practice teaching again in the 3<sup>rd</sup> and 4<sup>th</sup> weeks of February using ISOMOKAKU learning model. The result of observation shows that in fact there was a very significant change in the learning conducted by the teacher. The change pertains to students' enthusiastic learning, students asking question actively, responding to positively, and feeling excited and not bored. In addition, students' absorbability can be maximal. It can be seen from the maximum result of quiz in which most of students obtained score above Minimum Mastery Criteria (MMC) specified by school for Social Science subject, 77. The data of learning outcome shows lowest score of 75 and highest score of 99, with class mean score of 82. Out of 39 students, only 2 (4%) students obtained score below MMC, while the rest of 37 (96%) students obtained score above MMC.

Considering the learning outcome gain and the change of students' learning activity, the hypothesis stating that "there is a significant improvement in the quality of Social Science learning in the 6<sup>th</sup> grade of SD Negeri Pucangan 3 of Kartasura Sub District through applying "ISOMOKAKU" learning model based on humanistic communication" is supported.

## 2. Discussion

The application of ISOMOKAKU learning model provides fundamental difference in the term of teacher performance, student learning activity and learning outcome. It indicates that the teachers' prior failure in Social Science learning in the 6<sup>th</sup> grade of Elementary School is due to the inappropriate learning model they chose, so that the hypothesis is supported. Teachers of the 6<sup>th</sup> grade encounter many problems, so that they experience failure in the learning process. Considering the result of interview with teachers, it can be found that they select learning model haphazardly as long as the learning runs, to achieve the targeted material. In addition, teacher also feels that when selecting learning model they pay less attention to teaching material, student condition and media used. This phenomenon gives us the lesson that we should consider some factors in selecting learning model: compatibility to teacher ability, student ability, learning objective, learning material, and media used. It is in line with Widodo's (2016) study finding that teacher's failure in learning process is due to many factors, the most important of which is the appropriateness in selecting and applying learning model. This is confirmed with Santo (2016) concluding in his research that learning model selection should consider the target of learning as well, as somehow cognitive domain target needs a learning model different from the affective domain does.

From the result of research, it can be found that there is a significant change in Social Science subject in the 6<sup>th</sup> graders of SD Negeri Pucangan 3 of Kartasura Sub District before and after using ISOMOKAKU learning model. Those changes include teacher performance, students' learning activity and learning outcome.

## Conclusion

Considering the result of research and discussion above, the author can conclude that the application of ISOMOKAKU learning model can improve the quality of Social Science learning in the 6<sup>th</sup> graders of SD Negeri Pucangan 3 of Kartasura Sub District. The improvement of learning quality includes three aspects: teacher performance, students' learning activity and learning outcome.

In ISOMOKAKU learning model, teacher combines social interaction and modified behavior learning models based on respect, appreciation, care, openness, objectivity, and honesty. Thus, all of these support the realization of a comfortable, peaceful, and conducive learning process and the achievement of learning outcome maximally.

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Achmad Fathoni  
Lecturer PGSD, FKIP, UMS Surakarta  
Email : [af267@ums.ac.id](mailto:af267@ums.ac.id)

aSuyahman  
Lecturer PPKn, FKIP, Univet Bantara Sukoharjo  
Email: [sym\\_62@yahoo.com](mailto:sym_62@yahoo.com)