Implementation of the "Acep Belajar" Program for Improving the Quality of Learning at SMPN 2 Tanasitolo, Tanasitolo District

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ABSTRACT

The report on the results of research on the activities and student achievement at SMP Negeri 2 Tanasitolo through the application of learning. "Research was conducted by students to help students who still experience learning problems, especially the lack of student interest in education. This study aims to determine the effect of implementing the Acep Belajar program on learning activities, creativity, student learning achievement and the effectiveness of classroom management. This research was carried out in class VIII B of SMPN 2 Tanasitolo from January to May 2019 which was divided into two cycles including the preparation (planning), implementation of the action, observation, evaluation, reflection, and revision of stories. Data analysis was carried out descriptively and presented in tabular form and the calculation of the percentage of results. The results of the research obtained from the first cycle, the average value of student learning outcomes was 60.70, while in the second cycle, it was 83.70. Students who get the highest score in the process I am 20% in cycle II to 40%. Thus there is an increase in student achievement compared to conventional cooperative methods which are only able to achieve the highest score, which is still below 20% or around 4%. Besides that, student learning activities in the discussion were below 12% after the second cycle increased to 16%. Furthermore, it was concluded that the implementation of the Acep learning program could significantly improve the quality of learning for class VIII B students of SMPN 2 Tanasitolo.

Keywords - Learning achievement, Acep Learning

INTRODUCTION

Education, according to law number 20 of 2003, is a conscious effort to prepare students through guidance, teaching, and training for their future roles (Sisdiknas, 2003). For the implementation program, the government prepares a curriculum for each level of

primary education to higher education according to the necessary abilities of their students.

The implementation of education as an effort to educate the nation's life and improve the quality of Indonesian people in realizing an advanced, just and prosperous society has been regulated in Law no. 2 of 1989 concerning the National Education System.

Human resource development rests on development in the field of education. Education has a significant role in the process of forming the construction of individuals who have adequate knowledge and skills and supported by manners and behaviour patterns that refer to the applicable values in the norms of life and life of the Indonesian nation. Education can be defined as a form of the conscious effort carried out to achieve specific goals systematically, directed and leading to positive changes in aspects of knowledge, knowledge, abilities and forms of behaviour (Gamal, 1992).

It needs to be reexamined that the use of the aspects mentioned above should consider the principles of balance and harmonization without having to subject one part to addiction and some other elements subjectively. This is intended so that the existence of these aspects can provide benefits for teachers in particular, so that it can be used as an indicator of the success of teaching and learning activities (KBM), both in the form of processing and product.

Literature Review

School Action Research

School Action Research (PTS) or school action research (SAR) is a form of research carried out by practitioners (including teachers) to solve the problems they face in implementing school programs for school principals or school supervisors according to their duties and functions (Agung Purwadi : 1998). A difference between PTS and other types of research is the object. The object of this research in education is the implementation of the learning process related to school policies to improve the quality of learning.

PTS for school principals is supervision and evaluation with the aim of (1) improving and enhancing teacher professionalism in managing the learning process in the classroom, (2) implementing various programs in schools by examining various indicators of the success of the process and implementation of various school programs (Notowijoyo: 1999).

For that purpose, the principal must first be aware of the problems in learning at school. Certain actions are needed to solve problems in order to improve / enhance learning in schools. Reflections on the results of the research are used as a basis for making efforts to improve from the previous situation. In this research, a research implementation plan is made in order to have a clear direction in carrying out the action. Research planning also finalizes the implementation of optimal results.

Acep Learn

ACEP learning is composed of two words, namely ACEP and learning. ACEP stands for Active, Contextual, Effective and Productive (ACEP), while learning is a process carried out by students with assistance by teachers to achieve learning goals.

Application of the program

The application of the program is limited to 5 subjects, namely mathematics, science, social studies, Indonesian and English. So that this school action research can be more effective, efficient and focused.

METHODOLOGY

This research is a school action research which includes four stages of implementation, namely: planning, action, observation/evaluation and reflection. This study consisted of two variables, namely the independent variable application of the Acep school studies program in 5 subjects (Mathematics, Science, Social Sciences, Indonesian Language, English). The second dependent variable is the quality of learning (learning activities and learning outcomes of class VIII students of SMP Negeri 2 Tanasitolo).

School Action Research begins with an initial reflection carried out by researchers in collaboration with participants looking for other information to identify and find out the initial conditions or to look for problems that exist in the place where the research object will be. In general, school action research has a design with three main steps, namely an action plan, implementing action observation, reflection and evaluation.

The data collection techniques used in this action research are data regarding the increase in student learning activities during the learning process in class obtained by using data observation sheets regarding the improvement of material mastery taken from the test cycle 1 and 2, then the two bikes are compared.

RESULT & DISCUSSION

Student Learning Outcomes

Based on the results of data analysis, quantitatively the results of this action research indicate an increase in the average student learning outcomes in 5 subjects and activities involved in the learning process of class VIII B students of SMP Negeri 2 Tanasitolo after the implementation of the action cycle I and the performance of the action cycle II.

The results of the implementation of the second cycle of action indicate the ability and improvement of student learning outcomes, both by category and by their average value. If after the performance of the action cycle I student learning outcomes are categorized with an average cost of 60.70; then after the implementation of the second cycle of action the learning outcomes of students were classified as high with an average value of 70.70.

Based on the quantitative analysis, it was obtained descriptive statistical values that showed the results of the learning outcomes of students who received after participating in the teaching and learning process using the Acep Learning program learning on five subjects at SMP Negeri 2 Tanasitolo as in Table 1.

The data in Table 1 shows that of the 25 total students it is clear VIII B at SMP Negeri 2 Tanasitolo is the object of the research. In the first cycle, the highest average score of 5 subjects (mathematics, science, social studies, Indonesian and English) was 90.00; the lowest value is 30.70; the average cost of 60.70; and the standard deviation is 1.46. In the second cycle, the highest value obtained was 90.50; the lowest cost is 50.30, the average cost is 70.80; and a standard deviation of 1.18.

Table 1. The average statistical value of student learning outcomes for five subjects in cycles I and II

Description	Statistical Value	
	Cycle I	Cycle II
Number of samples	25	25
Ideal value	100,00	100,00
The highest score	90,00	90,50
Lowest score	30,00	50,30
Average value	60,70	70,70
Median	60,70	70,80
Standard deviation	1,46	1,18

Based on the overall scores obtained by students, if the group is in five categories, then the distribution of the frequency, percentage, and category of student learning outcomes after the implementation of cycle I and II through the application of ACEP Learning can be seen in table 4.

Table 2. The distribution of frequencies, percentages, and categories of average student learning outcomes after the actions of cycle I and II were carried out on 5 subjects

No	Inteval score	Category	Cycle I		Cycle I	
			Frequency	Percentage (%)	Frequency	Percentage (%)
1.	90-100	Very high	1	4,00	6	24,00
2.	75-89	High	5	20,00	10	40,00
3.	55-74	Moderate	14	56,00	8	32,00
4.	40-54	Low	4	16,00	1	4,0
5.	0-39	Very low	1	4,00	0	0,00
total			25	100,00	25	100,00

The data in Table 2 shows that in general students' mastery of the material presented through the acep program in the cycle, I was not optimal. This can be seen from the scores that are in the very high category are still very low: the percentage of 4.00% is very high, 16.00% is categorized as low, 56.00% is classified as moderate, and 20.00% categorized as

high. Also, there are still scores that are in the deficient category with a percentage of 4.00%. This result also becomes a reflection material for the implementation of cycle II.

Cycle II in Table 4 shows an increase in student learning outcomes. This can be seen from the absence of students who get shallow scores: 0.00% is categorized as low; 32.00 is classified as moderate; 40.00% is classed as high, and 24.00% is categorized as very high.

The results of observations of student activities

The results of the observation of the implementation of the action cycle I (meetings I and II) from the word of student activity in 5 subjects (mathematics, science, social studies, Indonesian and English) during the learning process showed that the average percentage of student activity increased at the time of the action. Cycle II (meeting III and IV). There is also an increase in question, namely increasing the percentage of student attendance at each session in the process I by 92.00% at the first meeting and 96.00% at the second meeting, while in the second cycle the third meeting is 96.00% to 100%. Students' enthusiasm in learning from the process I to cycle II through the application of ACEP learning shows an increase in student activity in 5 subjects. This is indicated by the increasing number of students who pay attention to and note the subject matter that is explained by both the teacher and students who present the results of group discussions, namely in the first cycle of meeting I from 72.00% to 80.00% at the second meeting. Increased in the second cycle of meeting III 88.00% to 92.00% at meeting IV as shown in tables 3 and 4.

Table 3. The results of observations of student activities in cycle I in 5 subjects

No	Observed component	Meeting I		Meeting II	
		Frequency	**Percentage (%)**	**Frequency**	**Percentage (%)**
1.	Number of students attending	23	92,00	24	96, 00
2.	Students who pay attention and who note the teacher's subject matter.	18	72,00	20	80, 00
3.	Students ask questions	4	16,00	5	20, 00
4.	Students answer questions	2	8,00	4	16, 00
5.	Students respond to	3	12,00	4	16, 00
6.	questions	20	80,00	22	88, 00
7.	Students who are active in groups	4	16,00	3	12, 00
8.	Students who ask the researcher when having difficulty discussing	5	20,00	8	32, 00
9.	Students who provide guidance to friends	2	8, 00	4	16, 00
	Students who actively respond to questions to other groups during discussion				

10.	Students who can complete group assignments correctly	5	20, 00	10	40, 00
11.	Students who get the highest score when given the quiz.	10	40, 00	15	60, 00
12.	Behavior that is not relevant to learning activities:				
	a. Talking about things that have nothing to do with the subject matter	6	24, 00	4	16, 00
	b. Play around				
	c.Get out of class				
	d.sleap	7	28, 00	5	20, 00
		2	8, 00	1	4, 00
		0	0	0	0

Table 4. The results of observations of student activities in cycle I in 5 subjects

No	Observed component	Meeting III		Meeting IV	
		Frequency	**Percentage (%)**	**Frequency**	**Percentage (%)**
1.	Number of students attending	24	96,00	25	100,00
2.	Students who pay attention and who note the teacher's subject matter.	22	88,00	24	92 00
3.	Students ask questions	6	24,00	7	28,00
4.	Students answer questions	5	20,00	6	24,00
5.	Students respond to	6	30,00	8	40,00
6.	questions	23	92,00	24	96,00
7.	Students who are active in groups	3	12,00	2	8,00
8.	Students who ask the researcher when having difficulty discussing	10	40, 00	15	60,00
9.	Students who provide guidance to friends	5	20,00	7	28,00
10.	Students who actively respond to questions to other groups during discussion Students who can complete group assignments correctly	15	60,00	20	80,00
11.	Students who get the highest score when given the quiz.	17	68,00	19	76,00
12	Behavior that is not relevant to learning activities:	4	80,00	5	100,00

12.	a. Talking about things that have nothing to do with the subject matter b. Play around c.Get out of class d.sleap	3 2 0 0	12, 00 8, 00 0 0	2 1 0 0	8,00 4,00 0 0

Students creatively work together with their groups by doing assignments by selecting cards according to the categories given an increase. This is indicated by the increasing number of students who are active in their groups, namely in the first cycle meeting I 80.00% to 88.00% meeting II (table 3), in the second cycle, the third meeting increased from 92.00% to 96.00% of the meeting. IV. While the number of students who were active when the discussion took place also increased in the first cycle of meeting I 8.00%, the second meeting was 16.00% increased in the second cycle from 20.00% to 28.00% at the fourth meeting (Table 4).

The number of students who asked the researchers when they experienced difficulty in typing the discussion decreased from 16.00% to 12.00% in cycle I, and in cycle II from 12.00% to 8.00% or reduced. This is because there are peers who are not reluctant, humble, embarrassed to ask questions or ask for guidance/assistance from friends who have more abilities. This is one of the advantages of cooperative learning.

The courage of the students' sense of responsibility also increased. This is indicated by the presence of students asking other groups and giving guidance rising from 20.00% in the first meeting to 32.00% in the second meeting, in the second cycle of the third meeting, 40.00% increased to 60.00% at the fourth meeting. Also, several students can present the results of their group discussions without feeling stiff and embarrassed; this means that there has been good interaction among students.

The seriousness of students in completing group assignments, namely choosing cards, is increasing. This is indicated by the increasing number of students who are correct in sorting cards according to the group category, in the first cycle the percentage is from

20.00% to 40.00%, and in the second cycle it increases from 60.00% in the third meeting to 80.00% at the fourth meeting. . This proves the seriousness of students in the learning process, namely the number of students who answered the quiz questions correctly by obtaining the highest score, namely in the first cycle of the meeting I there were 40.00%pertemuan II 60,00%, experienced an increase in the second cycle of meeting III, namely 68.00% and meeting IV 76.00% (Tabel 4).

The existence of awareness in students which is marked by reduced student behaviour that is not relevant to learning activities, as well as talking about things that are not related to the subject matter, namely in the first cycle of the meeting I 24.00% decreased to 16.00% and in-process II increasingly reduced to a percentage of 12.00% to 8.00%. Other behaviours that are also not relevant to learning activities are playing around when sorting out cards and discussing at the first meeting, there is 28.00%, which results in a decrease in the second meeting to 20, 00%. In the second cycle, the third meeting decreased to 8.00, and the fourth meeting was only one with a percentage of 4.00%. There was also a small proportion of students who came in and out of the class when the learning activities took place, namely the first meeting there were two students or 8%, at the second meeting it was reduced to one person or 4.00%. In contrast, in the second cycle, there were no meetings, III and IV. again students who walked out of the classroom, other behaviours that were not relevant to learning activities such as eating drinking and not sleeping were found.

Student Reflection Results

From the analysis of students' reflections or responses, it can be concluded into the following categories:

Benefits of the Acep Belajar program In general, students think that the application of learning acep is very good, those who have problems with the type of learning then:

1) Students find it easier to understand and understand the subject matter given, which means experiencing learning experiences with the Acep learning program.
2) Students are more active in developing their own mindset
3) Students are more diligent and motivated to learn because every meeting there is a LKPD learning tool, there is also a quiz. In addition, they are more daring to appear in front of their friends in answering their group assignments. This means that students are able to interact and socialize with friends even in class.
4) Students can work together and exchange ideas with their friends in doing individual assignments, then discuss them in groups according to their category and then explain / present.
5) Student interest in learning is greater, which in turn has an impact on student learning outcomes which is increasing.
6) Learning objectives can be achieved optimally.

The process of implementing the actions in cycle I and cycle II, as explained above, some several benefits and successes are noticed after the application of Acep learning. Still, in addition to the success being considered, this study also has weaknesses, including the following:

1.The process of implementing the action is not optimal because, on the one hand, learning takes time, while on the other hand, there is a curriculum target that must be completed on time. Observation notes in this study are still applied to 5 subjects, whereas to achieve a perfect application of the program, observation notes should be made for all residents.

In general, students think that the Acep learning program is good to be applied to all subjects because this program makes it easier for them to understand the subject matter and achieve learning objectives.

The findings of this study are that the implementation of the acep learning program has a positive impact on students with low learning abilities, namely: (1) increased expenditure of time and assignments: (2) higher self-confidence; (3) improve attitudes towards lessons at school; (4) improving attendance; (5) acceptance of individual differences is excellent; (6) higher learning outcomes and motivation.

Several research results indicate that the application of acep learning programs is superior in improving learning outcomes compared to individual or competitive learning experiences. As Slavian's findings, 86.00% of all students who learn with cooperative learning have high learning achievement compared to students taught with other types of knowledge. Likewise, Wheeler reports that students who are trained with collaborative learning are more successful than students who are taught using a competitive system, with a ratio of 74%: 26%.

Based on the findings of this study, it turns out that the use of cooperative learning shows high effectiveness for the acquisition of student learning outcomes, both seen from its effect on mastery of subject matter as well as seen from the development and training of attitudes and social skills that are very beneficial for students in their life in society.

CONCLUSIONS

Based on the results of data analysis and discussion, it can be concluded that the implementation of the Acep Belajar program in five subjects (mathematics, science, social studies, Indonesian, English) has a positive correlation for improving the quality of learning of class VIII B students of SMP Negeri 2 Tanasitolo. This is evidenced by the increase in student activity seen from the presence of cycle I of 92%, increasing to 100% in process II, in learning which is indicated by student learning outcomes with an average value of 60.70% in the process I increase to 70.70% in cycle II.

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