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IDENTIFICATION OF THE IMPACT OF THE SIMULATION LEARNING MODEL IN IMPROVING LEARNING ACTIVITIES AND ACHIEVEMENTS IN STRATEGY AND LEARNING PLANNING COURSES

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ABSTRACT

This study aims to improve the activeness and learning achievement of students by applying simulation methods in Strategy and Planning of Studying courses. This research is a class action research. The research setting was regular semester VI students, totaling 50 students who took Strategy and Planning of Studying courses. The research design involves the lecturer as the main researcher and at the same time the perpetrators of the action, the observer lecturer and students as the subject of the students. The way the research is carried out through: 1. planning, 2. implementation of class actions, 3. monitoring and evaluation, 4. analysis and reflection, 5. summarizing results. Data collection uses observation, interviews, documentation and questionnaires: Test the validity of the data using triangulation of methods and sources.Research this action by applying simulation methods in Strategy and Planning of Studying courses. The results of this action research are 1) The application of simulation learning methods can increase student activities. An increase in learning activities from cycle I to cycle II, and from cycle II to cycle III. 2) Application of simulation learning methods can optimize student learning achievement. Student learning achievement has increased from learning achievement cycle I to cycle II, and from cycle II to cycle III.

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1. Introduction

Learning Strategy and Planning is a compulsory subject for students of Madrasah Ibtidaiyah Teacher Education. This course provides an overview to students of how a teacher designs and makes strategies in learning models for children in elementary school or beginners.

This course aims to make students familiar with and able to plan learning strategies both inside and outside the classroom for children as knowledge, insight, awareness and skills. The content of the material reviewed includes the context of an introduction to planning and learning strategies; the basic concepts of learning planning include models, approaches, strategies, methods, and learning techniques; learning principles; learning theories include learning theory of behaviorism, humanism, constructivism and cognitive learning theory; Lectures are held through learning activities in the classroom, field observations or observations, structured tasks both in class and outside the classroom. Evaluation is based on class participation, assignments, and final semester exams.

The achievements in learning include strengthening students' attitudes, knowledge and skills. The learning process can be said to be successful if all aspects of learning can support each other in creating a conducive situation for learning activities. A good learning process will certainly affect students' understanding of the material presented by the lecturer. The main target of learning activities lies in the learning process of students, who must prioritize active student learning, because the target of education is the student learning process, not merely measuring student learning outcomes. However, in the learning process, there are still obstacles in learning activities.

Based on the results of a survey during pre-observation conducted by researchers on the subject of Strategy and Learning Planning, it is known that one of the obstacles felt by lecturers in learning Strategy and Learning Planning is the lack of cooperation between students during learning which results in different levels of understanding between students in one class. With the application of the simulation learning model, it is hoped that students will be able to better understand the theory and practice of the Strategic and Learning Planning courses. So that in the end each student is able to apply various kinds of learning models in the learning process at the elementary

school or beginner level.

Based on observations and interviews from several students, it was found that: 1. In general, the level of student participation in the learning process is low, 2. Students are passive and less enthusiastic in the learning process, 3. Students are less able to communicate orally, so they rarely convey ideas, 4 Students rarely ask questions.

Based on these problems, through this classroom action research the researchers intend to find alternatives and solutions. The learning method that will be used in this research is to apply the simulation method. Simulation learning methods can describe the actual state of a situation, a simplification of a phenomenon in the real world. Simulation is an imitation or act of pretending (Sunaryo, 1989:137). In each form of simulation, the following things will happen: (1) the players take on roles that represent the real world, and also make decisions in reacting their assessment of the setting they find themselves, (2) they experience imitation actions. relating to their decisions and their general appearance, (3) they monitor the results of each other's activities, and are directed to reflect on the relationship between their own decisions and the final consequences that represent a combination of actions.

Simulation learning has several objectives, namely: 1) direct objectives consisting of: a) to practice certain skills, both professional and for everyday life, b) to gain an understanding of a concept or principle, c) to practice problem solving ; 2) indirect goals: a) To increase learning activities by involving themselves in studying situations that are almost similar to actual events. b) To provide motivation to learn because children are very interesting and fun for children. c) Train children to work together in groups more effectively. d) Generating and nurturing the creative power of children. e) Train children to understand and appreciate the roles of other members.

Because there are many kinds of learning activities, experts classify various types of activities. Paul D Dierich in Oemar Hamalik, (2001), divides activities into 8 groups, namely: 1) visual activities: reading, viewing pictures, observing experiments, demonstrations, exhibitions, and observing other people working or playing. This is related to the ability of the sense of sight. 2) oral (oral) activities consist of: Presenting a fact or principle, relating an incident, asking questions, giving suggestions, expressing opinions, interviews, discussions, and interruptions. 3) listening activities consist of: listening to the presentation of materials, listening to conversations or group discussions, listening to a game, listening to the radio. 4) writing activities consist of writing stories, writing reports, checking essays, coffee materials, making summaries, doing tests, and filling out questionnaires. 5) drawing activities consist of: Drawing, making graphs, charts, map diagrams, and patterns. 6) metric activities consist of conducting experiments, selecting tools, conducting exhibitions, modeling, organizing games, dancing and gardening. 7) mental activities consist of: contemplating, remembering, solving problems, analyzing, factors, seeing, relationships, and making decisions. 8) emotional activities of interest, distinction, courage, calm and others. Activities in this group exist in all types of activities and overlap with each other.

Various theories, research and implementation of learning prove that lecturers have to change the pure lecture learning method by compiling and implementing learning as proposed by Anita Lie (2007: 5), namely: a) Knowledge is found, formed and developed by students. b) Students actively build knowledge. c) Teachers need to develop student competencies and abilities. d) Education is personal interaction between students and interaction between lecturers and students.

Sumadi Suryabrata (2006) states that learning achievement is the ability of students in the form of mastery of knowledge, attitudes, and skills, which are achieved in learning after they carry out learning activities. Learning achievement is used as an illustration of a mastery of students' abilities as determined for a particular subject. Every effort made in learning activities both by lecturers as teachers, and by students aims to achieve the highest achievement. Learning achievement is expressed by test scores or numbers.

This learning method was chosen because this learning method emphasizes the activeness of students in building the concepts/knowledge they have to overcome the problems they face. In this learning, educators are interactive in learning and become facilitators or mediators of the environment for students in learning. Assessment of the learning process is an integral part of learning, carried out through observation of student performance, in addition to the form of tests/exams (Dandan Supratman: 2001).

Based on the background of the problem, the purpose of this research is to increase the activeness and learning achievement of students by applying the simulation method in the course of strategy and learning planning.

2. Method

This research is a classroom action research. The main idea of this research is that the person doing the action should also be involved in the research process from the start. They are not only aware of the need to implement a certain action program, but are emotionally involved in the action program (Suwarsih Madya, 1994).

The setting of this research is the Madrasah Ibtidaiyah Teacher Education Study Program, Tarbiyah Faculty, Az-Zaytun Islamic Institute of Indonesia. This action research was carried out in the even semester of 2021/2022 for the Strategy and Learning Planning course. This research will involve 26 students in semester VI. The parties involved in this study are: a lecturer as the main researcher and at the same time as the perpetrator of the action totaling 1 person, lecturer observer (observer) totaling 1 person, students as student subjects totaling 26 people.

Data collection techniques that will be used in this study are observation, interviews, documentation and questionnaires. The procedure of this research is an action research which refers to the model of Kemmis and Mc Taggart (1988). Therefore, the research method is carried out through several stages as follows: Planning Stage, Action Implementation, Monitoring and Evaluation Stage, Analysis and Reflection. The data that will be obtained from the results of this study are qualitative data and quantitative data as supporters. Data analysis was carried out according to the characteristics of each collected data. From the data collected, it is classified and categorized systematically and according to its characteristics. Meanwhile, quantitative data were analyzed using quantitative descriptive methods. These findings will be used to carry out further actions.

The validity of the data in this research is done by using triangulation technique. Moleong (2005: 330) says triangulation is a technique of checking the validity of data that utilizes something outside the data for checking purposes or as a comparison of the data. This research uses source and method triangulation. The indicator for the success of the action is a good response from students, which is marked by increased student activity, and student achievement in the course of Strategy and Learning Planning. Quantitatively, 80% of students are expected to be active in learning and at least 75% of students get scores above 70.

3. Results and Analysis

3.1 Implementation of Cycle I . Actions

The first step in this research is activity planning. The activities carried out at this stage are:

a. Make a Semester Learning Plan (RPS) on the material of Strategy and Learning Planning for cycle I. RPS is used as a reference for lecturers in carrying out learning.
b. Prepare Group Worksheets (LKK) for cycle I and cycle II. This worksheet is used as a medium for student learning to understand the material using simulation techniques.
c. Develop test questions and answer keys. The test is used to measure student learning outcomes on the material being studied. The test given is in the form of an individual quiz given at the end of the cycle.
d. Compile and prepare learning observation sheets and student activity sheets during group study.

At the stage of implementing the first cycle of action, the lecturer carried out learning using presentation, discussion, lecture and question and answer learning methods. The learning is carried out based on the RPS that has been previously prepared by the researcher, namely with the material concept of strategy and learning planning by focusing on the strategy of the learning model. During the action, the researcher was assisted by an observer to observe directly without disturbing the learning process.

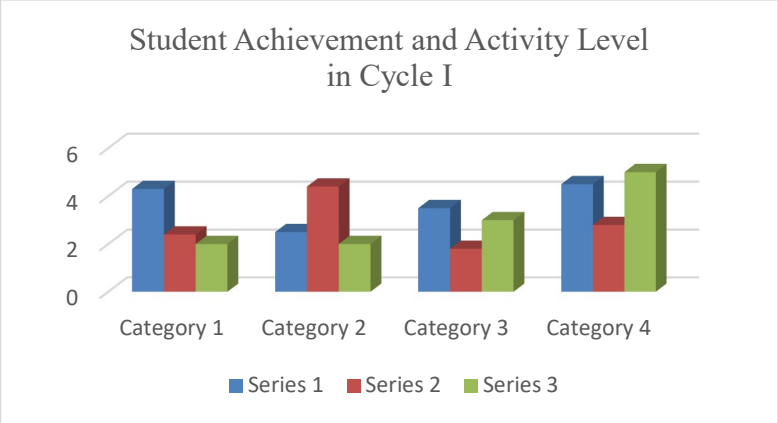
Cycle I is carried out at the beginning of the lecture semester until the Mid-Semester Examination (UTS). The implementation of the actions of the first meeting includes the following steps:

a) The lecturer opens the lesson by greeting, checking student attendance then making a brief presentation and conveying the basic competencies to be achieved.
b) The lecturer conveys an outline of the material, before starting the lesson the lecturer holds an apperception, after that the lecturer gives a little about the theory of learning strategies briefly.
c) Then the lecturer gives the opportunity for students to ask the lecturers things that are considered difficult.
d) Researchers assisted by fellow observers divided students into small groups. The division of groups by taking into account the heterogeneity of students based on gender and academic achievement. Students are divided into groups. One group contains 4-5 people. One class consists of 12 groups.
e) Then the researcher gives an overview to the students about the activities that will be carried out in learning, and briefly explains the procedures for students to be active in groups.
f) In cycle I, students work in their respective groups to make material to be presented in class. This learning aims to build students' understanding of the theories of learning strategies in the first cycle which will be simulated in the second cycle of action.
g) Then the researcher gave a Group Worksheet (LKK) to each group to discuss the material or topic. Students and their group members work according to the rules of simulation learning.
h) At the evaluation stage using the test it can be seen that they are doing the task.

The results of observations made for student learning outcomes are measured at the end of each cycle. As for student activity, it can be measured or can be seen at each meeting per cycle.

The results of the action on student learning achievement in cycle I can be seen in table 1. In table 1 it shows that student learning achievement has increased significantly after using the simulation method. The results of student achievement in the first cycle of quizzes can be seen through the table below.

Table 1. Student Achievement and Activity Levels in Cycle I



	Achievement		Activity	
Category	**Frequency**	**Percentage (%)**	**Frequency**	**Percentage (%)**
Special	8	16	1	2
Good	13	26	9	18
Enough	15	30	32	64
Less	14	28	8	16
Total	50	100	50	100

Source: Primary data that has been processed

Student activity is known from the increase in student cooperation, active questioning, active questioning, student attention when in class, and showing interest in learning strategies and learning planning.

In general, it can be concluded that the level of student activity in the first cycle shows that some students still feel awkward to be active in the simulation. They still look stagnant as the early learning pattern that uses lectures, so students tend to be passive even though lecturers and researchers have been active to provide some kind of change. So that it can be seen in the aspect of participation in giving opinions that is still low, this can be seen in the persistence of students in dealing with assignments that are still low, namely when students get assignments to work on Group Worksheets (LKK), many students complain when given assignments by lecturers. So that in working on group worksheets, some students do not express their respective ideas related to the problems given.

On the indicator of the activity of asking and answering questions. Students do not immediately ask if there is a problem that is stuck. In the activeness of answering questions, it is seen that every answer that appears, either in their respective groups or large groups, has not been actively responded to by other students so that they must be guided by lecturers and researchers.

In the indicator of the activity of doing the assignments given by the group, it can be seen that not many students want to explore the material being studied further, this can be seen from the lack of activeness of students to ask the lecturers. Students also do not seem enthusiastic in completing the tasks given by the lecturer.

The activity shown by the interest in learning strategies and learning planning is known that not many students want to perform as well as possible in their groups, so there are still students who are not serious when working on discussion questions in their groups, this can still be seen when working on group worksheets in one group. In the group there are still students who do not participate in the group.

The results of interviews with students that can be included in the results of these interviews are:

a) It can be explained that most of the students after entering the first cycle responded to the learning process. They are still confused with the material given, but according to most students the learning process is considered relaxed and not boring. However, lecturers and researchers do not stop encouraging students to be active and demand courage and intelligence in expressing opinions because there are still many students who tend to be passive when learning takes place.
b) The persistence of learning and efforts to explore the material have begun to be seen in the accuracy and discipline of some students in doing both individual and group assignments. Because students generally feel happy, the tasks given are complex and each task requires students to solve problems and conclude that problem solving can actually be done as optimally as possible. However, there are still some students who do not take the assignments given by the lecturers and researchers seriously.

c) Suggestions for research on the learning process using the simulation method that most students tend to answer that this simulation method is good but only takes a lot of time so that all groups can present their simulation results.

Reflection in the first cycle is done by reviewing the results and problems encountered. In the first cycle, data obtained that students were enthusiastic in the learning, although not optimal.

3.2 Implementation of Cycle II Action

Cycle II is carried out after the Mid-Semester Examination (UTS) to the Final Semester Examination (UAS). The implementation of the actions of the second meeting includes the following steps:

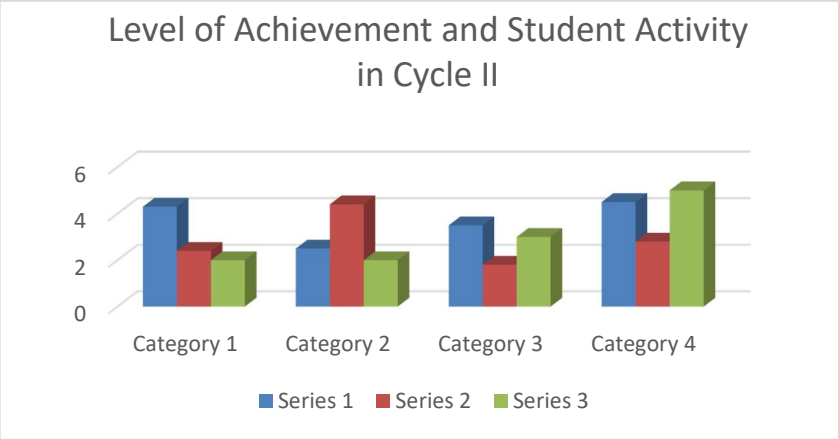
a. Lecturer explains the procedure for implementing simulation learning in the course of strategy and lesson planning
b. The lecturer conveys an outline of the material, before starting the lesson the lecturer holds an apperception, after that the lecturer gives a little about the theory of learning strategies briefly.
c. Then the lecturer gives the opportunity for students to ask the lecturers things that are considered difficult.
d. Researchers assisted by fellow observers divided students into small groups. The division of groups by taking into account the heterogeneity of students based on gender and academic achievement. Students are divided into groups. One group contains 4-5 people. One class consists of 12 groups.
e. Then the researcher gave an overview to the students about the activities to be carried out in learning, and briefly explained the procedures for students to be active in groups.
f. In cycle II, students work in their respective groups to make a simulation of a learning model from the material that has been shared by the researcher.
g. At the evaluation stage using a development test of what students have simulated based on the learning material.

3.2 Action Results

The results of observations made for student achievement were measured at the end of each cycle. As for student activity, it can be measured or can be seen at each meeting per cycle. Below are the results of observations made by researchers and lecturers during the learning process in cycle II regarding student learning achievements and student activities as follows:

From the results of student achievement in the second cycle of quizzes, it can be seen through the table below.

Table 2 . Level of Achievement and Student Activity in Cycle II



Category	Frequency	Percentage (%)	Frequency	Percentage (%)
Istimewa	15	30	14	26
Baik	23	46	33	66
Cukup	12	24	3	6
Kurang	0	0	0	0
Jumlah	50	100	50	100

Source: Primary data that has been processed

Student activity is known from the increase in student cooperation, active questioning, active questioning, attention of students when in class, and showing interest in learning microeconomics.

It can be seen in the second cycle based on the observed aspects or indicators, it can be seen that the

level of student activity is mostly in the high category, namely 33 students (66%). Meanwhile, 14 (26%) students were in the very high category. So that 92% of students are in high and very high ketori.

In general, it can be concluded that the level of student activity in the second cycle was seen that some of the students were already active in the simulation. With games that activate all students, they look more serious in the simulation.

In the indicator of the activity of asking and answering the lecturer's questions. Students have immediately asked if there is a problem that is stuck. They also had discussions in large and small groups. Lecturers really value student opinions and are rewarded in the form of praise for students.

In the indicator of the activity of doing the tasks given by the group, it can be seen that quite a lot of students want to explore the material being studied further, this can be seen from the more active students to ask the lecturers. Students also do not appear to be more enthusiastic in completing the tasks given by the lecturer. However, there were still some students who did not appear to be actively discussing in groups.

The activity shown by the interest in learning is known that many students want to perform as well as possible in their groups, so that students are serious when doing assignments in their groups.

The interview results show that they prefer to use the simulation method in learning so that their interest in learning economics increases. The results of interviews with students can be included in the results of these interviews are:

a) a) It can be explained that most of the students after entering the second cycle of the response to the learning process using the simulation method. They are quite clear with the material provided, but according to most students the learning process is considered relaxed and not boring.
b) b) The persistence of learning and efforts to explore the material using the simulation method has begun to be seen in the accuracy and discipline of most students in doing either individual or group assignments. Because students generally feel happy, the tasks given are complex and each task requires students to solve problems and conclude that problem solving can actually be done as optimally as possible. However, there are still some students who do not take the assignments given by the lecturers and researchers seriously.
c) c) Suggestions for research on the learning process using the simulation method that most students tend to answer that this simulation method is good but only requires a lot of time so that all groups can present their simulation results optimally.

Reflection in cycle II is done by reviewing the results and problems encountered. In cycle II it was obtained data that students were enthusiastic in learning, so the results of this study were considered sufficient because they had met the specified criteria, namely a good response from students, which was marked by an increase in student activity at least 80% of students were active in the learning process, and learning achievement students in the Microeconomics course at least 75% of students can master 70% of the material.

It is known that in the second cycle, based on the observed aspects or indicators, it can be seen that the level of student activity is mostly in the high category, namely 33 students (66%). Meanwhile, 14 (26%) students were in the very high category. So that 92% of students are in high and very high ketori.

In the student achievement in the second cycle of quizzes, it can be seen that as many as 15 students (30%) scored in the special category, 23 students (46%) received good categories, as many as 12 students (24%) scored in the sufficient category and as many as 0 students (0%) who get the less category.

Student achievement in the first cycle quiz above can be seen that as many as 8 students (16%) scored in the special category, as many as 13 students (26%) received good categories, as many as 15 students (30%) scored in the moderate category and as many as 14 students (28) who obtained the less category. In the second cycle quiz above, it can be seen that as many as 15 students (30%) got scores in the special category, 23 students (46%) got good categories, as many as 12 students (24%) scored in the sufficient category and 0 students (0%) who get the less category. Thus there is an increase in student achievement from each cycle.

In Student Activity, it is known that in the first cycle, based on the observed aspects or indicators, it can be seen that the level of student activity is mostly still in the moderate category, namely 32 students (64%), 8 students (16%) in the low category, 9 students (18%)) are in the high category, and only 1 (2%) students are in the very high category. In cycle II it was obtained data that students were enthusiastic in learning, so the results of this study were considered sufficient because they had met the specified criteria, namely a good response from students, which was marked by an increase in student activity at least 80% of students were active in the learning process, and learning achievement students in the Microeconomics course at least 75% of students can master 70% of the material marked with a score above 70.

4. Conclusion and Suggestion

Based on the discussion that has been carried out in the previous chapter, in general it can be concluded that the application of the simulation learning method can improve learning achievement and learning activities. The conclusions in detail are:

1. 1. The application of the simulation learning method can increase student activities. This is indicated by the increase in the percentage of activity obtained from observation sheets and questionnaires. There was an increase in learning activities from cycle I to cycle II.
2. 2. The application of the simulation learning method can optimize student achievement. Student learning achievement has increased from cycle I learning achievement to cycle II.

The suggestions that can be given based on the results of research and discussion are as follows: 1) Lecturers are expected to be able to study the guidelines for implementing simulations in the classroom. Through the implementation of simulation learning well, students will be more successful in mastering the subject matter so that students are motivated in participating in learning activities and active in the tasks given by the teacher. 2) Lecturers can use this simulation method because it has the privilege of combining lectures, discussions, and demonstrations that can increase activity when learning is taking place. The limitations of this study are: It takes quite a lot of time to use the simulation model. If this method is used continuously, students will experience boredom so they need variations in using learning methods in class.

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