STUDENT PARTICIPATION IN RELATION WITH *PAKEM* AND LEARNING AUTONOMY, COMPLETENESS OF SOCIAL SCIENCE LEARNING

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Abstract

Problem of this research is what any correlation of the students' participation in Active Creative, Effective, and Exciting Learning and their learning autonomy to the completeness of Social Science learning? This research used the descriptive correlation method. Following Reviews their exposure to reliability and validity tests from Pearson product moment correlation is employed, and the Alpha Cronbach was used. The collected data is then statistically were Analyzed by using the correlation and regression techniques of analysis. The results of the analysis show that there is a simultaneously positive and significant correlation of the students' learning and the PAKEM Reviews their learning autonomy to the completeness of Social Science learning as pointed out by $R = 0731 > 0312$. Based on the results of the regression analysis, a linear equation can be made as follows: $Y = 4545 + 0267 + 0368 X_1 X_2$. Based on the results of the analysis, it can be seen that the completeness of Social Science Learning is much determined by the students' participation in AJEL and learning autonomy. Tus, the teachers are recommended to pay attention to the two aspects.

Keywords: Participation, PAKEM, Learning Autonomy, Completeness of Social Science Learning

INTRODUCTION

A quality education system is said if the learning process takes place in an interesting and challenging so that students can learn as much as possible through a continuous learning process. The process of quality education would result in quality education as well and thus will further improve the quality of life of the nation.

In school education, there are unidirectional flow and comparable between the input of education, learning, and learning outcomes. The quality learning process is a learning process that gives a change on *the input* to the *output* is better than ever. Therefore, a thorough and systematic improvements need to be made to *input,* process, so as to ensure the creation of high-quality and equitable outcome. With the optimal quality of education is expected to be obtained humans as superior resources to master the knowledge, skills, and expertise in accordance with the demands of the development of science and technology. To realize efficient and high-quality education needs to be developed and implemented in national education programs at national and regional levels with educational units capable of bringing students to learn on an ongoing basis. Radno Harsanto (2007: 10) explains that the efforts to develop the quality of education can be done through three approaches at the same time, the approach of substance education, technical approach to education and education management approaches.

Improving the quality of education is determined by the change in behavior that need to be achieved by learners. The learning process which has led to the rote mastery of the concepts and theories of abstract prove less interest and motivation of learners to learn so that student achievement is always low. What is learned in the classroom tend to be artificial and as if separated from environmental problems that occur in everyday life. Consequently, the learning activities are oriented towards student activities dominated defeated by the teacher.

Curriculum development at its core oriented constructivist approach, therefore, active learning, creative, effective and fun *(PAKEM)* is one of the learning patterns developed Kebumen Ministry of National Education to be implemented in elementary school *(SD).*

PAKEM is short for Active Learning Effective Creative and Fun. The principles of *PAKEM* is an implementation of the learning paradigm shift today. Academic achievement is not the only purpose of learning. In the applied *PAKEM* learning model that can make students active during

the learning process. Packaged in a pleasant atmosphere and produce results that correspond to the real conditions in society. Students are expected to apply it creatively when it encountered a problem. GRIP aims to further develop students' thinking, trains students to live independently, and to help educate people to be more concerned about education (Durari, 2002: 12).

In the process of learning is essential to foster students' independence in the nature of learning. Students are taught to obtain data and information without relying on the teacher. Students can obtain it from parents, fellow students, books and other sources. In the process of learning, independent learning is very socialized and trained with a number of instruments of learning. Hope for the future is the creation of *output* students who are good to *learn how to* learn or the creation of a generation who can learn independently so as to solve problems with creative life.

Improving the quality of education in primary schools rely heavily on activity and learning. The learning process should take place with good, efficient and effective manner. Improving the quality of education is inseparable from the quality of the learning process any given subject in school, including subjects of Social Studies *(IPS)*. The success of learning social studies is still relatively low. It is based on the average value of the data subjects in elementary, social studies, occupying the lowest averages among the subjects evaluated. For that improving the quality of learning social studies is very important and needs attention.

Mastery learning is a reference where a teacher held a vote to determine whether the material that's already delivered mastered by students. To achieve mastery learning, the teacher compares the subject matter, the standard of competence/competence basis each semester with the student mastered the material that has passed the assessment.

Based on the above, the purpose of this study reveal the students' participation in active and creative learning, learning independence with the thoroughness of the IPS study, the researchers wanted to further and deeper to find the relationship the three variables, the direction and strength of the relationship.

LITERATURE REVIEW

Active Learning (active learning) basically trying to strengthen and streamline the stimulus and the response of the students in learning, so that the learning process be fun, do not be boring for them. By providing *active learning* strategies (active learning) the students can help memory (memory), so they can be delivered to the learning objectives with this success. *Active learning* methods (active learning) every the new subject matter must be associated with a range of knowledge and experience that exist. New subjects actively supplied with the knowledge that already exist. So, students can learn actively teachers need to create appropriate strategies in such a way so that students have a high motivation to learn , (Mulyasa, *2004:* 241).

Active Learning in School is a learning model that provides an opportunity widely, comfortable and fun to the students to actively participate in the learning process. So that students play an active role in learning exciting atmosphere must be created by presenting learning materials that are challenging, impressive and can grow and improve creativity.

According to Djoko Saryono in **http://lubisgrafura.wordpress.com** are accessed on December 10, 2012 learning model of *Active Learning in School* have some common characteristics. **First,** learning *Active Learning in School* rooted in cognitive psychology, so the notion of teaching, learning, and learner developed from a variety of cognitive psychology theories. **Secondly,** learning *Active learning in School* is more humanistic, so the man as learners become the center of attention. Potential, the ability of the mind, the power of motivation and so forth of the learners are believed to be able to develop optimally or optimal. **Third,** the learning model *Active Learning in School* shades of constructivism is relatively strong by emphasizing the important role of the environment in creating effective learning and optimal and facilitate the successful achievement of objectives learning. **Fourth,** learning *Active learning in School* seeks to integrate and collaborate factor of human potential as learners with the environment as a

context for learning. In view of learning *Active Learning in* School, physical-mental environment and the ability of the human mind or self is equally important and mutually support. Therefore, both the environment and the potential of human beings should be treated equally and obtain a balanced stimulant for learning successfully. **Fifth,** learning *Active Learning in School* focused on the interaction of quality and meaningfully. It can be said that interaction has become a buzzword and a central concept in learning *Active learning in School* Because the learning *Active learning in School* lay emphasis on the importance of interaction, interaction frequency and accumulation of quality and meaningful. The learning process is seen as the creation of quality interactions and meaningful to convert the energy of the mind's ability and natural talent learners into the lights that are beneficial to the success of learners. In this regard the communication to be very important in learning *Active Learning in* School. **Sixth,** learning *Active Learning in School* places great emphasis on accelerated learning with a high level of success. By learning *Active Learning in* School, the learning process should take place quickly with high success. To that end, all the barriers and obstacles that can slow the learning process should be removed or eliminated. Here are various ways and techniques can be used, for example with the lighting, the music, a refreshing atmosphere, comfortable environment, a relaxed seating arrangement, and so on. So, everything that prevents accelerated learning should be eliminated on one side and on the other side everything that supports accelerated learning must be created and managed as well as possible. **Seventh,** learning *Active Learning in School* emphasizes naturalness and reasonableness of the learning process, not a state made-up. Naturalness and fairness raises cozy atmosphere, fresh, healthy, relax, relaxing, and fun, being pretense an atmosphere tense, stiff and boring. Therefore, learning must be designed, presented, managed and facilitated in a way that can be created or realized natural learning process and reasonable. **Eighth,** learning *Active Learning in School* very pressing right on the meaningfulness of the learning process. The learning process is not meaningful dapatmembuahkan failure, in the sense of learning objectives are not achieved. Therefore, any measure that allows the realization of the significance of learning to be done by the teacher or fasilitator.Dalam this relation needs to be brought experience which is understandable and meaningful to learners, especially the experience of learners need to be adequately accommodated so do efforts to bring the world into the world of teaching learners at once ushering teachers into the world of learners. **Ninth,** learning *Active learning in School* is a model that combines the context and content of the learning pembelajaran.Konteks include empowering atmosphere, a solid foundation, exciting and supportive environment, as well as the design of learning that includes learning dinamis.Isi excellent presentation, facilitating flexible, learning skills and life skills. Context and content are inseparable and must be mutually supportive, so it will produce learning success. **Tenth,** learning *Active Learning in School* focusing on the establishment of academic skills, life skills, and accomplishments. All three must be considered, treated, and managed in a balanced and relatively equal in the learning process. Said that because the study who managed not only the formation of academic skills and achievements of learners, but also the formation of life skills of learners. **Eleventh,** learning *Active Learning in School* prioritizes diversity and freedom, not uniformity and order. Therefore, in learning *Active Learning in School* recognized the diversity of learning styles, the development activities of diverse learners, and use a variety of tricks and methods untukmemfasilitasinya.

Based on the above it can be concluded that *active learning* is an approach to learning that gives students the chance to participate more actively in the learning process (for information, process information, and conclude it can then be deployed / practice) by providing a learning environment that makes students not depressed and happy implement learning activities.

PAKEM meant that in the learning process the teacher must create an atmosphere such that students actively asked questions and put forward ideas. Learning is an active process of the students in building knowledge, rather than passively receiving only running teacher lecturing

about knowledge. So if learning does not give students the chance to play an active role, then the learning process with less contradictory nature of learning (Soediono, et al. 2003: 34).

The term "fun" is a fun learning atmosphere so that students concentrate fully on learning so that bulk time attention (time *on* task) high. According to the research, the high rainfall period proved to improve learning outcomes. As said by Muhammad Rashid Dimas that pluck the strings of excitement in children will bring joy and vitality in his soul. It will also make the child is always ready to receive commands, warnings, or any guidance. Spread joy and happiness in children would enable him to actualize his ability in perfect shape (Tate Qomaruddin. 2005: 19).

Haris Mujiman (2008: 1) try to give a sense of self-learning with more complete. According to independent learning is active learning activities, which is driven by the intention or motive to master a competency in order to solve a problem, and is built with a sufficient knowledge or competencies possessed. Achievement of competencies as learning objectives, and how well the timing of delivery of learning, a place of learning, learning rhythm, tempo learn, how to learn, as well as the evaluation study carried out by the students themselves. Here is interpreted as a self-learning efforts of students to learning activities based on the intention to take control of a specific competency.

Self-directed Learning is self-learning activities, whereas people who perform self-learning students often called self *(self-directed* Learners). Mardziah Hayati Abdullah (2001: 2) says *self-directed Learners* are as "managers and owners of the responsibility of the learning process that they do themselves." Individuals like that have the skills to access and process the information they need for a particular purpose. In integrating self-learning *self-management* (management context, including social background, determine, resources and action) with the *self-monitoring* (the student to monitor, evaluate and adjust their learning strategies).

Burt Sisco in Hiemstra (1998: 8) makes an approach which helps people to become more independent in learning. According to Sisco there is a six-step activities to help individuals become more independent in learning, namely: (1) *preplanning* (activity prior to the learning process); (2) create a positive learning environment; (3) develop learning plans; (4) identify appropriate learning activities; (5) implement learning activities and monitoring; and (6) evaluate the outcome of individual learning.

Based on several expert opinions, and some of the considerations above, the self-study can be interpreted as individual enterprises to conduct learning activities alone or with the help of others based on their motivation alone to master something material and or specific competencies that can be used to solve problems encountered in real world.

Social science is an education program that has educational materials from the discipline of the social sciences and humanities, organized and presented scientifically and psychologically for educational purposes (Mohammed Nu'man Soemantri, 1995: 1).

Sapriya, (2009: 20) describes the "Glossary *IPS* in an elementary school subject name that stands alone as the integration of a number of concepts of social science disciplines, the humanities, science and even the various issues and problems of social life". Then Bachari Alma (Susanto, 2013: 141) argues that "Understanding *IPS* as an educational program that is a whole which essentially questioned the man in the natural environment of physical, as well as in the social environment and the material taken from various social sciences, such as geography, history , economics, anthropology, social, political, and psychological. "

Zamroni (2003: 5) that *IPS* is the study of what is happening around us both an individual and as a citizen of the community. Because it relates to "us", the *IPS* study to be realistic. The new *IPS* is necessary to formulate a study of human behavior associated with a variety of backgrounds that surrounded objectively rational and realistic.

From the description that has been described above, it can be concluded that the nature of the *IPS* is studying various subjects of social life. *IPS* integrates studies in the fields of social sciences and study, examine, analyze symptoms and social problems in the community by reviewing various aspects of life in an integrated manner.

IPS in elementary education has several purposes. Susanto (2013: 145) suggests the main purpose of learning social studies is to develop the potential of students to be sensitive to the social problems that occur in the community, have a positive mental attitude towards the betterment of all inequality, and skilled troubleshoot problems that occur everyday good happened to her alone or affected people.

IPS elementary educational materials as stated by Saidihardjo (1997: 4): Education *IPS* for the primary and secondary source material is the discipline of the social sciences as presented at the university level. Only in consideration of the level of intelligence, maturity of learners, the simplified educational materials, selected, adapted and modified for the purpose of institutional elementary and secondary education.

Saidihardjo (2003: 3) *IPS* for basic education is the result of simplification, adaptation, selection and modification of the basic concepts of the social sciences systematically arranged and pedagogical for the purposes of primary and secondary education in order to realize national goals based on Pancasila. According to Colin Marsh (1991: 10) "Social *studies is the study of people as social beings as they have existed and interacted with each other and the environment in the time and* place". Social science is the study of man and the interaction between them from each other and the environment when they are and where. Social science is the education program that integrates interdisciplinary concepts of social sciences and humanities (Suwarso, et al. 2007: 1).

Through social studies in elementary school students are expected to have knowledge and insight into the basic concepts of social sciences and humanitiy, sensitivity and awareness of the social problems in their environment, and have the skills to assess and solve social problems. Through social studies, students are expected to be nurtured into good citizens and responsible.

METHOD

The method used is descriptive correlational aimed at detecting how far variations of a factor is related to variations in one or more other factors based on the correlation coefficient. The variables of this research is the independent variable (variabel predictor) includes Student Participation In *PAKEM* (X 1), Independence Learning *IPS* (X $_2$) and the dependent variable (the variable responses) includes completeness learning IPS (Y).

This research is a quantitative research. The location of research carried out in *SD Negeri 1 Pejagoan UPT* Department of Education Youth and Sports *Pejagoan* District of *Kebumen.*

Subjects of the study include population, is students of *SDN 1 Pejagoan Kebumen*, totaling 220 students and a sample of 40 students.

Sampling is a technique used to take a sample. The technique of sampling there are 2 kinds, namely non-random sampling techniques and random sampling techniques. This study used a random cluster sampling technique or area sampling means sampling based on Ciori the characteristics of certain groups or certain properties that exist at the classroom level and by give equal freedom to every member of the population to become members of the sample by means of raffle class taken as a sample.

The instrument of this study were (1) questionnaires of *PAKEM* student participation in learning and self-reliance. Questionnaire student participation in *PAKEM* consists of 50 items. Data for independent learning *IPS* obtained through a questionnaire. Questionnaire *PAKEM* student participation in as many as 50 items and questionnaires independent learning as much as 50 items and tests mastery learning IPS as many as 50 items. The validity of the questionnaire used

item from *Pearson Product Moment correlation,* while the reliability of item questionnaire used *Cronbach Alpha* (2) test method. The test method used to determine the value of *IPS* based mastery learning grating scoring against *IPS* learning competency tests.

Step study conducted preliminary research is used to gather data on questionnaires. The implementation stage is the deployment of questionnaires and test execution. The next step is a step in the evaluation and reporting on the implementation of the study.

Analysis of the data to test the hypothesis, (1) which reads "there is a significant positive relationship between student participation in *PAKEM* and complete learn *IPS*," and the hypothesis (2) which reads "there significant correlation positive between learning independence with learning completeness *IPS*, used regression and correlation analysis technique simple or often called Product Moment correlation. To test the hypothesis (3) which states that "there is a significant positive relationship between *PAKEM* and learning independence with learning completeness *IPS* used linear regression analysis.

RESULT

Student participation data in *PAKEM* overall had a range *(range)* 45, with the lowest score 91, and the highest score 136. Data student participation in *PAKEM* that scored an average *(mean)* of 113.2; *mode* at 91; *median* of 114; *variance* of 216.16; and standard deviation standard deviation) of 14.7 (the values of these statistical calculations done by computer with SPSS version 15.

Data score overall student learning independence have span *(range)* of 40, the lowest score of 92, and the highest score 132. Independence of learning has an average score *(mean)* of 112.6; *mode* is 95; *the median* of 113.5; *variance* amounted to 227.6; and standard deviation (standard deviation) was 15.1 (values of this statistic calculations are performed with SPSS version 15.

Data completeness social studies students overall had a range *(range)* 48, the lowest score of 50, and the highest score 98. Mastery learning *IPS* students in this group had an average score *(mean)* of 76.3; *mode* at 78; *median* at 78; *the variance* of 127.8; and standard deviation (standard deviation) of 11.3 (values of this statistic calculations are performed with the computer program SPSS.

DISCUSSION

The results showed that there was a significant positive relationship between student participation in *PAKEM* with mastery learning in social studies. Based on the calculation of correlation analysis, the value $_{of}$ r $_{count}$ = 0.616. The results of these calculations were consulted with r table with a significance level α = 0.05 df = 40 obtain r $_{table}$ 0,312. So r $_{count>}$ r $_{table}$ (0.616> 0.312), and based on the calculation of the effective contribution of student participation in the learning completeness *IPS PAKEM* 22.5%. It can be said that learning with *PAKEM* and active participation of students in IPS can be said that there has been a substantive improvement to the learning completeness *IPS*.

This increase is due in learning is *student-centered PAKEM* where students actively engaged, creative, effective and fun in the learning process so that learning will be more meaningful and able to improve student achievement. One of the reasons why students learn best are those directly involved and feel happy to follow the learning process as stated by Soediono et al (2003: 34) that learning does not give students the chance to play an active role, then the learning is contrary to the nature of learning. Similarly, with what is expressed by Tate Qomarudin (2005: 19) that spread joy and happiness in children would make it capable to actualize ability and perfect shape.

PAKEM students' participation in a way that emphasizes active student learning by using media or devices that have been modified so that the children in addition to learning, active there is a sense of fun. *PAKEM* or student participation in learning patterns is an important factor in the

world of education. It is suspected there are positive relationships between student participation in *PAKEM* with mastery learning in social studies.

In addition, the results indicate that there is a relationship between student learning independence with mastery learning in social studies

Based on the calculation of correlation analysis, the value of $_{count}$ r = 0.677 (Appendix 6). The results of these calculations were consulted by $_{the\ table}$ with a significance level r = 0.05 df = 40 obtained r table 0,312. So r $_{count>}$ r $_{table}$ (0.677> 0.312), and based on the calculation of the effective contribution of student learning independence with learning completeness IPS by 31%. It can be said that learning with the development of independent learning of students in *IPS* can be said that there has been a substantive improvement to the learning completeness *IPS*.

This increase is due in the learning process *IPS* with the independence of student learning will be more disciplined and able to improve student achievement. One of the reasons why students develop independent learning well is those directly involved and try to improve the responsibility to take decisions in an attempt to study as stated by Mardziah Hayati Abdullah (2001: 2) that the development of independent learning of students as the owner's responsibility of the learning process they do themselves. Similarly with what is expressed by Haris Mujiman (2005: 19) that the independent study has three phases, is stage of development of motivation, learning phase and a phase of reflection.

For elementary school children, independence is a fundamental psychological factor because as a bridge to escape the emotional ties of others. For that strong independence will be the basis for independence in adolescence, adulthood and beyond. Even the children the importance of independence acquired related to the achievement of self-identity later in adolescence. Therefore the elementary school age children should begin with persistent in fighting for independence, which includes learning independence. Independent learning in children can encourage and create more effective teaching and learning activities. So that the subject matter would be more easily and rapidly absorbed and mastered, but it's best when learning independence weaker students learning activity will be less developed and consequently learning objectives can not be achieved optimally.

In the teaching and learning activities, if any student does not do something that should be done, it should be investigated why, and therefore usually vary, perhaps he was unhappy, sick, hungry, there is a personal problem, and others. That means the child does not occur motivation, not aroused affection to do something because they do not have a goal or learning needs. Such circumstances necessary to find the causes and then encourage someone to do the work that the student is supposed to do, namely to learn. In other words, students need to be given a stimulus to grow motivation in itself, or simply the need to improve the independence of learning.

Independence is a series of businesses to provide certain conditions so that students want to learn, and if he does not like it will seek to eliminate or dislike it. Self-reliance can be stimulated by external factors, but grew out of the students. In learning activities, self-reliance can be said as a whole the driving force within the students who lead learning activities and ensure continuity of learning objectives desired by the students can be achieved. Motivation to learn as psychological factors that play a role fosters passion, pleasure, and passion. Students who have a strong independence will have plenty of energy for learning activities. For example, students were given an extra hour lesson IPS by his teacher at the end of the holiday period in respect of the second half was an imminent test grade. For students who are interested in these subjects will grow motivation was excited to come and bring the necessary books. They are very enthusiastic attention to the subject matter given by the teacher. Almost all of the energy is in her social studies intended it. But for students who are not interested in social studies, will be motivated and will not grow self-reliant attitude of learning, let alone to come following the extra hours on the holidays. Had they wanted to come because it was forced by his teacher or his parents. Students who do not have the independence in the social studies lesson did not fully

follow the energy that is devoted to it. In class, they do not pay attention to the teacher information, are reluctant to take down and even interfere with other students who are learning. So whether or not, the size of the independence of the study will be manifested in the learning process.

The following findings from this study is the relationship between student participation and learning independence PAKEM students together with mastery learning in social studies. Based on the results of linear regression analysis, the value of r count = 0.731. The results of these calculations were consulted with r $_{table}$ with a significance level of = 0.05 df = 40 obtained r table 0,312. So r $_{count}$ > r $_{table}$ (0.731> 0.312), so we can say there is a significant positive relationship between student participation in learning independence AJEL and students with learning provision IPS

PAKEM students' participation is a way of learning that requires students active and joy that students do not feel bored to study for patterns *PAKEM* allows students to learn how to play or play for belajar.dengan a variety of media, visual devices, and others. This can lead to the pleasure of learning for students.

In the teaching and learning activities, a teacher seeks to convey material that can be mastered or learned students. To the students' participation in *PAKEM* and independent learning are also factors that together have a positive relationship with the provisions of social studies.

CONCLUSION

Based on the analysis and discussion of the results of the study it can be concluded that:

1. There was a significant positive relationship between student participation in learning completeness of *PAKEM* with *IPS*. Based on the calculation of correlation analysis showed a significant positive correlation. This means that a positive relationship between student participation in the learning completeness of *IPS PAKEM* meaningful for learning. Based on the direction and strength of the relationship, this means learning to active learning model approach, creative, effective, and fun *(PAKEM)* can positively affect the completeness of student learning outcomes.

2. There was a significant positive relationship between student learning independence with the thoroughness of social studies. Based on the calculation of correlation analysis showed a significant positive correlation. This means that a positive relationship between students' learning independence with learning completeness of *IPS* meaningful for learning. Based on the direction and strength of the relationship, this means learning to develop independent learning can positively affect the completeness of student learning outcomes.

3. Mastery learning *IPS*. There was a significant relationship between student participation in *PAKEM* and independence to learn together with mastery learning *IPS*. Based on the results of the analysis indicate a double regression significant contribution to the mastery learning IPS. This means that a positive relationship between student participation in *PAKEM* and learning independence with learning completeness *IPS* meaningful for learning. Based on the direction and strength of the relationship, this means learning the process by using *PAKEM* and float independence can optimize student learning mastery learning outcomes *IPS*.

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