

Original Article

Increasing Learning Achievement and Student Participation Through Independent Learning Design

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Abstract - The teacher is the spearhead of learning, so strategies and management are needed in overcoming learning problems. The purpose of this study is to improve student achievement and participation in social studies learning in class VIII E of SMP Negeri 1 Denpasar in the 2020/2021 academic year with the "Merdeka Belajar" learning design. This study uses a Classroom Action Research (CAR) design. Data are collected using questionnaires, observations, and interviews. The analysis was used on the research data from the pre-cycle, first, and second cycles. The analysis technique is conducted by comparing the difference in scores obtained by students in taking daily tests and student participation during the learning process at each stage. Learning outcomes in the first cycle show an increase in learning achievement in the form of the class average to 81.44, and 76.74 percent of students get a complete score. The lowest score is 50, and the highest score is 100. Learning outcomes in the second cycle: There is an increase in learning achievement in the form of the class average of 88.98, and as many as 100 percent of students get a complete score.

Keywords - Teacher, learning strategy, achievement, participation.

I. INTRODUCTION

Practically, the teacher is the spearhead in learning. Strategies and teacher management to overcome learning problems are needed to improve the quality of learning. The implementation of learning in the classroom is one of the main tasks of the teacher, and learning can be interpreted as an activity aimed at teaching students. In the learning process, there is a tendency of the teacher to minimize student involvement. The dominance of the teacher in the learning process causes students to be more passive so that they wait for more for the teacher's presentation than to seek and find the knowledge, which is the actual skills or attitudes they need.

The Covid-19 pandemic has caused many changes in living. One of the most obvious is education. Since March 16, 2020, in accordance with the Circular Letter of the

Ministry of Education and Culture No. 3 of 2020 concerning Prevention of Corona Virus Disease (Covid-19) in Education Units and Mayor's Circular No. 443.33/1637/Dikes dated March 5, 2020, regarding increasing awareness of the spread of diseases caused by the Coronavirus, all students must do Distance Learning (PJJ). Likewise, all SMP Negeri 1 Denpasar students are also required to carry out PJJ as an anticipatory step to prevent the spread of Covid-19 in the Denpasar area, particularly Bali in general.

SMP Negeri 1 Denpasar responded swiftly to this decision and began to prepare all related learning systems for the implementation of PJJ. The application chosen for this is by using Google Meet and Google Classroom, and Lentera Denpasar. In social studies lessons, there are 6 classes observed, namely class VIII C, VIII D, VIII E, VIII F, VIII G, and VIII J. One of the classes that require class action will be selected. It appears that during the 3 months of PJJ, some students did not participate and were negligent in taking online classes and collecting assignments, especially in class VIII E.

In its implementation, it was found that social studies learning emphasizes the knowledge aspect, is teacher-centered, directs material in the form of information that does not develop value thinking, and only forms a culture of memorization and not critical thinking., students considered social studies very boring because the presentation was monotonous and expository so that students were less enthusiastic and resulted in less interesting lessons even though social studies teachers were obliged to optimally try to seize students' interest because interest is the main capital for the success of social studies learning.

This is shown from the results of the first online social studies subject test (pre-cycle) in class VIII E of SMP Negeri 1 Denpasar on basic competencies describing the general characteristics of ASEAN member countries and explaining the boundaries of ASEAN member countries on average 70, 21 and only 39.53 percent of students scored 81 or greater than 81. Even though ideally, at least 100 percent of students got 81 or above 81. This condition is caused by the daily



reality, which shows that students seem to be bored taking social studies lessons. Daily learning during this pandemic uses the lecture method and individual practice questions, and there is no interaction between smart, moderate, and normal students. This is proven by most of the students complaining when invited to study social studies. This fact shows that the process carried out by teachers for social studies learning has not implemented independent learning, has not been active, and has not served children (Dewantara I, 2004). Thus, it can be assumed that the perceived obstacle is the problem of the learning process that lacks variety and does not involve students actively. The teacher uses a learning model that seems monotonous so that students become less active.

These students are children who have their nature (Dewantara I, 2004). The teacher should find the right methods and patterns to improve their learning achievement and foster participation through patterned stimuli selected later. After paying attention to the class situation mentioned above, it is necessary to think about how to present and atmosphere social studies learning that is suitable for students to participate in the learning process actively. Currently, the government has often disseminated various learning models. One of the latest learning models that are socialized is the "Merdeka Belajar" learning model. In this case, the "Merdeka Belajar" learning design will be used and adopted (Saksono, GatutIgn, 2010), which is very soulful and has the character of Ki Hajar Dewantara's philosophical thinking. The design also emphasizes character education through cultural arts (Sutiyono, 2010) and refers to the achievement of a reflective Pancasila Student Profile (YuliCahyono; 2020) so that students can internalize 21st-century skills (Trilling, B. and Fadel, C, 2009).). The learning design "Merdeka Belajar" seeks to shift individual learning. This design can be social learning. This means that the competitive climate in the classroom must be changed to a social climate so that there is no intellectual and experiential gap between students. It is a concept of creating a learning community in schools: the learning process between teachers and teachers, teachers and students, students and students, and even between the school community and the community outside the school. This design is child-oriented through the presentation of meaningful education and teaching, undoubtedly student learning achievement can be improved, and the adaptability of children in the future is guaranteed so that a safe and happy young generation is achieved (Dewantara I, 2004). Research from Lövrström et al. (2021) stated that the analysis of pre-test and post-test results for 16 students in the class showed considerable diversity in student achievement, resulting in four achievement profiles. An extensive analysis of the participation of four students, one for each profile, shows that differences in student achievement are related to the extent to which students participate in inclusive teaching and learning practices. Haryono (2015) stated that applying

the Jigsaw Method and Card Media can increase student activity and achievement in Teaching and Learning courses for students.

II. RESEARCH METHODS

(The research subjects were students of class VIII E 1 of SMP Negeri 1 Denpasar, with the number of students in this class was 43 people consisting of 22 boys and 21 girls. Class VIII E students as the subjects of this study have heterogeneous characteristics. Heterogeneous both in terms of intellectual ability, learning motivation, family background, and nature and character. This study uses a Classroom Action Research (CAR) design. Teachers conduct CAR in their classrooms through self-reflection, aiming to improve their performance as teachers to increase student learning outcomes (Wardani, 2005). Classroom Action Research as stated by Kemmis and Mc Taggart (in Yatim Riyanto, 2001), is cyclical research, which consists of planning, implementing, observing, and reflecting, which is done repeatedly. The research was conducted at SMP Negeri 1 Denpasar, East Denpasar District, Denpasar City, Bali Province. The research was carried out for 4 months, starting from July 2020 to November 2020. The study subjects were class VIII E students of SMP Negeri 1 Denpasar, with 43 students in this class consisting of 22 boys and 21 girls. The research data source is primary data obtained through questionnaires, interviews, and observations of class VIII E students of SMP Negeri 1 Denpasar in the 2020/2021 school year. Methods of data collection using questionnaires, observations, and interviews. The analysis was used on the research data from the pre-cycle, first, and second cycles. The analysis technique is done by comparing how big the difference in scores obtained by students in taking daily tests and student participation during the learning process at each stage.

III. RESULT AND DISCUSSION

The results of the initial social studies learning conditions with basic competencies on basic competencies describe the general characteristics of ASEAN member countries and explain the boundaries of ASEAN member countries; data obtained in the pre-cycle period reached an average of 70.21, and only 39.53 percent of students achieved a score of 81 or greater 81. Even though ideally, it should be at least 100 percent of students getting 81 or above 81.

The learning process of the initial conditions of class VIII E students of SMP Negeri 1 Denpasar in social studies subjects about basic competencies describes the general characteristics of ASEAN member countries and explains the boundaries of ASEAN member countries is less successful because the average class reaches 70.21 and only 39, 53 percent of students achieve completeness, or the score is more than 81. Even though ideally, classical completeness is 85 percent and the KKM must be 81.

Participation in learning social studies initial conditions which include: 1) Students' attention to the teacher's explanation; 2) Cooperation in groups; 3) Ability to express opinions; 4) opportunity to provide opinions to the group; 5) Listen when group members show an opinion; 6) Make careful planning and division of labor; 7) Decision based on consideration of other members; 8) Help each other in solving problems; 9) Pay attention to what the teacher says; 10) Responding to questions from the teacher and answering questions correctly; 11) Can answer questions correctly and give reasons correctly; 12) Can practice learning materials. In the pre-cycle phase, when the "Merdeka Belajar" learning design had not been implemented, the data showed that only 30.23 percent were classified as "Good" and 0 percent was in the "Very Good" category, while the remaining 69.77 percent were in the "Enough" category. or "Less". Whereas ideally, students have a participation rate in the "Good" category to be declared to pass satisfactorily. An overview of student achievement and participation conditions in the pre-cycle phase can be seen in Table 1.

Table 1. Overview of Pre-Cycle Learning Achievement and Participation

	Total	Percentage (%)
Student achievement		
Above 81	17	39,53
Under 81	26	60,47
Student Learning Participation	0	0
Very good	13	30,23
Well	29	67,44
Enough	1	2,33
Not enough		

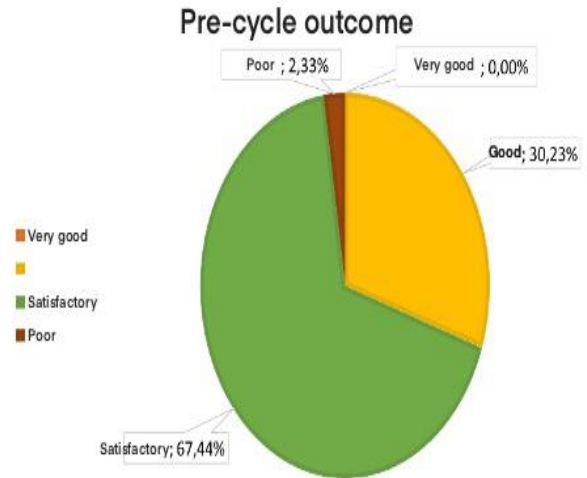
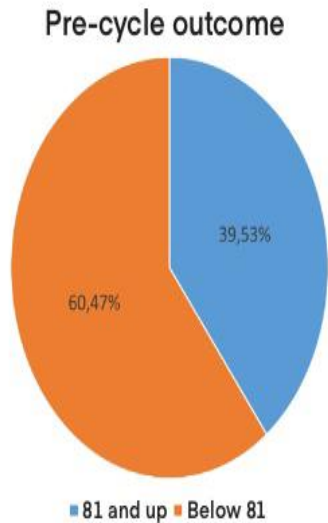


Fig. 1 A) Pre-cycle Student Achievement Graph; B) Pre-cycle Student Learning Participation Chart

A. Results of Cycle I

a) Action Planning

The implementation of the Classroom Action Research (CAR) learning cycle was carried out in three meetings. The first meeting was held on 18 August 2020, then on 25 August 2020, and finally on 1 September 2020. Before carrying out the learning actions, a final preparation was carried out. The initial activity was carried out for approximately 10 minutes, namely greeting, checking student attendance, conditioning students to be ready to accept lessons, motivating students, providing perceptions to focus students' attention on learning material. Researchers convey the material and learning objectives that will be implemented.

The core activity of the first cycle of the first meeting was carried out for 40 minutes with the learning design of "Freedom of Learning". The teacher forms discussion groups based on gender and ability to carry out discussions according to the existing problems. The group leader distributes via WhatsApp student worksheets that have been prepared to be discussed together in groups. The teacher supervises the students who are having a discussion. After the group work is finished, it is followed by a class discussion to match the results of their work. Each group is allowed to present the results of the discussion, and other groups provide feedback. After all, groups have finished presenting, the teacher reviews the material and student work. With the guidance of the teacher, students make conclusions from the activities that have been carried out.

The teacher provides suggestions and follow-up for the next lesson. The teacher gives homework assignments to students to complete, which will be discussed at the next meeting.

b) Action Execution

The teacher provides stimulation with reflective questions. Students with teacher guidance examine the problems in the material on basic competencies, describe the general characteristics of ASEAN member countries, and explain the boundaries of ASEAN member countries, then continue by answering questions on student worksheets. Students work on worksheets, and some students report their work online at Google Meetings in turns and other students who have not had their turn provide responses, rebuttals, questions, and different opinions to students who are reporting their work. During the learning activities, which lasted for 3 meetings, all activities ran smoothly, and there were no obstacles that interfered with the teaching and learning process.

c) Observation result

By observing Learning outcomes in the first cycle, there is an increase in learning achievement in the class average to 81.44, and as many as 76.74 percent of students get a complete score. The lowest score was 50, and the highest score was 100. In social studies learning, students began to be interested in participating in the discussion, even though some were still playing and passive. With the independent learning design, there is a change in student achievement in the direction of improvement.

Participation in learning in the first cycle after the "Merdeka Belajar" learning design was carried out, there was an increase in learning participation in the form of 6.98 percent of students into the category of "Very Good" learning participation and 46.51 percent of students "Good". On the other hand, the number of students belonging to the "Enough" participation category also decreased to 46.51 percent and the number of students belonging to the "Less" participatory category to 0 percent.

d) Reflection

By paying attention to the results of observations of students obtained the following things; In the social studies learning process in Class VIII E of SMP Negeri 1 Denpasar, there was an increase in learning achievement from an average value of 70.21 to 81.44 and the number of students who completed from 39.53 percent to 76.74 percent. In the social studies learning process in Class VIII E of SMP Negeri 1 Denpasar, there is an increase in learning participation from the pre-cycle in the "Very Good" category, from 0 percent to 6.98 percent, in the "Good" category, from 30.23 percent to 46.51 percent, and a decrease in the "Enough" category from 67.44 to 46.51 percent and the "Less" category to 0 percent in the first cycle. An illustration of the increase in participation and learning achievement is shown in Table 2 and Graph 1. Continue to improve student learning achievement by using the learning design "Learning Independence".

Table 2. Overview of Increased Participation and Learning Achievement Pre-Cycle to Cycle I

	Pre-Cycle		Cycle I	
	Total	Percentage (%)	Total	Percentage (%)
Student achievement	17	39,53	33	76,74
Above 81	26	60,47	10	23,26
Under 81				
student learning	0	0,00	3	6,98
Participation	13	30,23	20	46,51
Very good	29	67,44	20	46,51
Well	1	2,33	0	0,00
Enough				
Not enough				

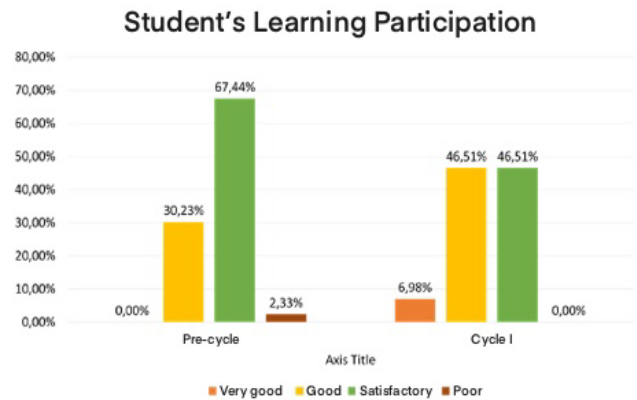
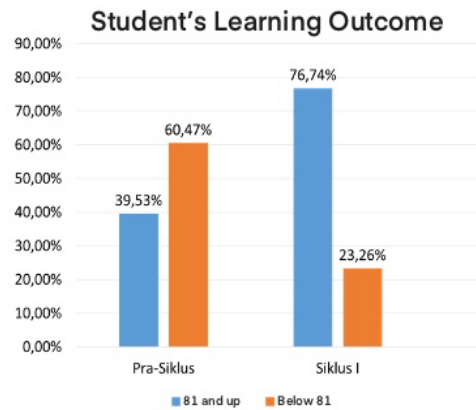


Fig. 2 Comparison Graph of Student Achievement and Participation from Pre-Cycle to Cycle I

B. Description Results of Cycle II

a) Action Planning

The activity was carried out in 3 meetings. The first meeting was on October 13, 2020, the second was on October 20, 2020, and the last was on October 27, 2020. Before carrying out corrective actions, final preparations were made. The initial activity was carried out for approximately 10 minutes, namely greeting, checking

student attendance, conditioning students to be ready to receive lessons, motivating students, giving apperception to focus students' attention on the learning material. Researchers convey the material and learning objectives that will be implemented.

The core activity of the second cycle of the first meeting was carried out for 40 minutes with the "Learning Independence" pattern. The teacher forms discussion groups based on the gender and ability of students to carry out discussions according to existing problems. The group leader distributes via WhatsApp student worksheets that have been prepared to be discussed together in groups. The teacher gives stimulation in the form of reflective questions. The teacher supervises the students who are having a discussion. After the group work is finished, it is followed by a class discussion to match the results of their work. Each group was allowed to present the discussion results, and other groups gave their responses online via Google Meeting. After all, groups have finished presenting, and the teacher reviews the material and student work. With the guidance of the teacher, students make conclusions from the activities that have been carried out.

In the final activity, the teacher gives suggestions and follow-up for the next lesson. The teacher gives homework assignments to students to complete, which will be discussed at the next meeting.

b) Action Execution

Students with teacher guidance examine the problems in the material on basic competencies, describe the general characteristics of ASEAN member countries, and explain the boundaries of ASEAN member countries, then continue by answering questions on student worksheets. Students work on worksheets, some students report their work via Google Meet in turn, and others who have not advanced provide responses, rebuttals, questions, and different opinions to students reporting their work.

During the learning activities, which lasted for 3 meetings, all activities ran smoothly, and there were no obstacles that interfered with the teaching and learning process.

c) Observation result

Learning outcomes in the second cycle: There is an increase in learning achievement in the form of a class average of 88.98, and as many as 100 percent of students get a complete score. The lowest score is 81, and the highest score is 100. In social studies learning, students are very interested in participating in discussions, and there are no students who like to play games; students are very active in participating in discussions. With the Independent Learning learning design, the changes in student achievement towards improvement are very much felt. Participation in learning in the second cycle after the "Independent Learning" learning design was carried out for a longer period of time, there was an increase in learning participation in the form of 25.58

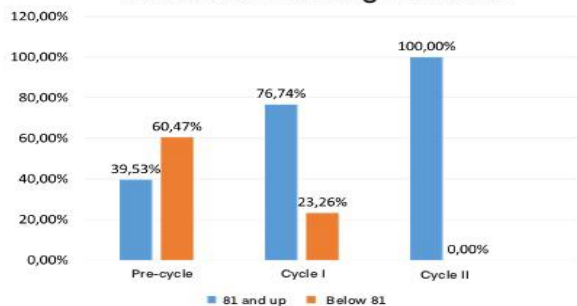
percent of students being in the "Very Good" learning participation category and 74.42 percent of "Good" students.

On the other hand, the number of students belonging to the "Enough" and "Less" participation categories was 0 percent. By paying attention to the results of observations of students, the following things were obtained, namely, in the social studies learning process in Class VIII E SMP Negeri 1 Denpasar, there was an increase in learning achievement from the average value of 81.44 to 88.98 and the number of students who completed from 76, 74 percent to 100 percent. In the social studies learning process in Class VIII E SMP Negeri 1 Denpasar, there is an increase in learning participation to be even better from cycle I to cycle II in the "Very Good" category, namely from 6.98 percent to 25.58 percent, the "Good" category, namely from 46.51 percent to 74.42 percent, and a decrease in the "Enough" category, from 46.51 percent to 0 percent. The "Less" category remained consistent at 0 percent. An illustration of the increase in participation and learning achievement is shown in Table 3 and Graph 2. Continue to improve student learning achievement by using the "Merdeka Belajar" learning design. The results of this study are in line with Keramati and Gillies (2021), stating that participants' perceptions in experimental conditions indicate that PA not only creates an empathic, safe, and fun learning environment and strengthens students' individual and communicative skills but also helps develop an understanding of quality learning. Owen et al. (2020) stated that the key factors for successful implementation in the schools studied were leaders who made regular observations in the classroom, systematic tracking of student achievement and maintaining a positive culture for learning, and the establishment of various collaborative processes involving communities and groups. Study peer teachers. Tang et al. (2021) stated that the students' learning concepts found in the theoretical approach to optimism, growth mindset, fortitude, and hope provide potentially useful insights. Dexter and Barton (2021) stated that teachers participated in a significantly wider variety of learning modes that focused on technology integration and integrated technology significantly more frequently, with a wider variety of technologies, all with moderate effect sizes. Students in the treatment school significantly outperformed students in the comparison school in terms of achievement in science but not in mathematics. Perbandt et al. (2021) showed that in the synchronous group, knowledge of theoretical approaches to citizen participation and sustainable environmental governance increased to a greater extent, whereas the asynchronous group showed greater improvement in almost all skills related to intercultural communication and e-learning. Kao (2021) states an increase in science activities outside of school; there is a negative trajectory in the other two subconstructs, namely attitudes towards science and support from science and mathematics teachers, both in NGS and traditional schools. Stanislaus (2021) found that high participation rates increase student satisfaction when applying mixed learning modalities.

Table 3. Overview of Increased Participation and Learning Achievement Pre-Cycle, Cycle I, Cycle II

	Pre-Cycle		Cycle I		Cycle II	
	Total	Percentage (%)	Total	Percentage (%)	Total	Percentage (%)
Student achievement	17	39,53	33	76,74	43	100
Above 81	26	60,47	10	23,26	0	0,00
Under 81						
Student LearningParticipation	0	0,00	3	6,98	11	25,58
Very good	13	30,23	20	46,51	32	74,42
Well	29	67,44	20	46,51	0	0,00
Enough	1	2,33	0	0,00	0	0,00
Not enough						

Student's Learning Outcome



Student's Learning Participation

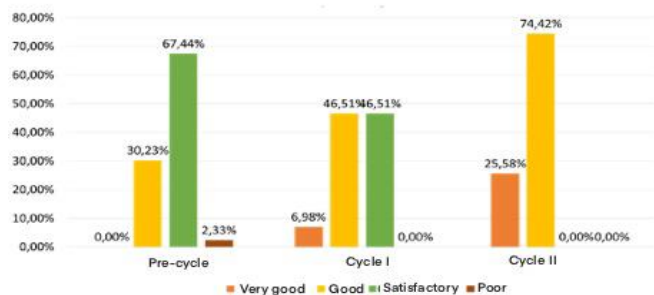


Fig. 3 Comparison Graph of Student Achievement and Participation in Pre-Cycle, Cycle I, and Cycle II

IV. CONCLUSION AND SUGGESTION

Based on the discussion, the results of this study are the results of learning the initial conditions of Social Studies with basic competencies of describing the general characteristics of ASEAN member countries and explaining the boundaries of ASEAN member countries through the "Free Learning" learning design approach where data is obtained in the pre-cycle period shows an average of 70.21 and only 39.53 percent of students scored 81 or more than

81. Even though ideally, at least 100 percent of students got 81 or above 81. Learning outcomes in the first cycle: an increase in learning achievement in an average class becomes 81.44, and as many as 76.74 percent of students get a complete score. The lowest score is 50, and the highest score is 100. Learning outcomes in the second cycle: There is an increase in learning achievement in the form of the class average of 88.98, and as many as 100 percent of students get a complete score. The lowest score was 81, and the highest score was 100. There was an increase in learning participation from the pre-cycle in the "Very Good" category from 0 percent to 6.98 percent, in the "Good" category from 30.23 percent to 46.51 percent, and a decrease in the "Enough" category, namely from 67.44 to 46.51 percent and the "Less" category to 0 percent in cycle I. In the social studies learning process in Class VIII E SMP Negeri 1 Denpasar, there is an increase in learning participation to be even better than cycle I to cycle II in the "Very Good" category, namely from 6.98 percent to 25.58 percent, the "Good" category, namely from 46.51 percent to 74.42 percent, and a decrease in the "Enough" category, namely from 46.51 percent to 0 percent. The "Less" category remained consistent at 0 percent in cycle II. Because there was an increase in learning achievement and student participation in this study, the researchers concluded that the "Merdeka Belajar" learning design is very suitable for social studies learning.

We suggest that the teacher should always look for and adjust the learning model with the material presented. The teacher, as an educator, should understand the characteristics and abilities of students because each student has different characters and abilities. Because this activity is very useful, especially for teachers and students, it is hoped that it can be carried out continuously in social studies learning.

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