



THE EFFECT OF CIRCUIT LEARNING MODEL ON SOCIAL STUDIES LEARNING OUTCOMES OF POST-PANDEMIC STUDENTS

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Abstract

This study aims to determine the differences in student learning outcomes who are taught using the circuit learning model compared to the conventional learning model. This type of research is an experimental one. This research was conducted at SD Swasta 10 PAB Sampali with a sample of 40 students. The research instrument is in the form of multiplechoice learning outcomes test. The data analysis technique used T test. The results showed that the social studies learning outcomes of students who were taught using the circuit learning model were higher than those of the conventional learning model. Based on the results of the study, it was concluded that the use of the Circuit Learning model was suitable for use in the social studies learning process.

Keywords: *Circuit learning, conventional, social studies learning outcomes.*

A. Introduction

Education has a standard in its implementation which is called the standard of the educational process. Educational process standards are standards related to the process of implementing learning in educational units to achieve graduate competency standards in learning so that it is important to carry out these standards. The standard of the educational process is related to the standard of facilities and infrastructure in learning. Standards for facilities and infrastructure are related to minimum criteria regarding study rooms, libraries, laboratories, learning resources, and others in order to support the ongoing or future learning process.

The implementation of education for students is one way to prepare quality human resources and the basis for the formation of a complete personality. Therefore,

in providing this education there are aspects that must be developed and instilled in students, including cognitive, affective, psychomotor aspects including language, religious, moral and social values. The education provided must touch on social aspects including tolerance, caring, mutual respect, mutual respect, being able to work together, empathy and so on.

Humans and education cannot be separated because education is the key to the future of humans who are equipped with reason. Education has an important role to ensure the development and survival of a nation, because education is a vehicle to improve and develop competent and quality human resources.

Teaching and learning activities are a process of forming students' self-understanding of science and development both in terms of knowledge, psychological and social. The purpose of the learning process includes various aspects that are determined as a result of the learning itself, one of which is the cognitive aspect. Cognitive aspect is the intellectual ability of students in thinking, knowing and solving a problem.

Currently, social studies learning is too "providing a very large portion of knowledge, but forgets the development of attitudes or values and behavior in learning (Karima & Ramadhani, 2018). Social studies education is a science that studies social relations between individuals and individuals, individuals with groups, groups with groups. The scope of social studies is basically studying humans in their social context or humans as members of society (Hati, 2018). Social studies education is very important to learn, especially for children who are still in school. In order to make social studies learning preferred and in demand by students for better social studies learning, it is packaged using innovative learning models.

The circuit learning model is an innovative learning model because the circuit learning model is learning by maximizing the empowerment of thoughts and feelings by adding and repeating patterns. The learning syntax of the circuit learning model is to condition a conducive and focused learning situation, students make creative notes according to their thinking patterns, special language-concept maps, question and answer and reflection (Dewi et al., 2014).

The learning model is an activity that must be done by teachers and students so that learning objectives can be achieved optimally. The learning model can be defined as a conceptual framework that describes a systematic procedure in organizing learning experiences to achieve learning objectives. Circuit learning learning model is a learning

model that empowers the mind maximally with a pattern of addition and repetition (Hanis et al., 2020).

This model can increase students' criticality and provoke students' curiosity and lead them to an understanding that the material being studied is useful for them, thus helping to achieve the expected learning objectives. This learning is not only focused on the teacher who is a source and enhancer of insight for students, but students are also involved in the learning process (Syamsiah et al., 2016).

The success of a person's education is influenced by several factors, both from within and from outside the student, one of which influences it is interest in learning, without interest students will not be able to achieve good learning outcomes (Yusrizal et al., 2019, 2020). According to Gagne, learning is a complex activity, learning outcomes are in the form of capabilities, after learning people have skills, knowledge, attitudes and values. Therefore, teachers can foster interest in learning and instill a good perception of the subjects given at school, so that students can participate in learning activities well. Teachers are responsible for fostering student interest in learning so that they have self-awareness. Without interest in students, it will result in less-than-optimal results in the learning process (Sofyana, 2021).

In a student's interest in learning, there are different factors that influence interest in learning. As explained that interest has two factors, namely the physical, social and egoistic needs of a person and the experiences he experiences. Experience is a support from the environment (Fajri, 2019). Experience will be obtained when students experience interaction with the environment both in learning and in practice. Interest is defined as the tendency of the soul towards something consisting of feelings of pleasure, attention, sincerity, the existence of motives and goals in achieving a goal (Laras & Rifai, 2019).

Learning outcomes are the result of the interaction process, learning process and learning evaluation carried out by teachers and students through learning activities (Syachtiyani & Trisnawati, 2021). Learning outcomes can also be used as an assessment measure that can reveal aspects of the thinking process, aspects of the soul which include values and attitudes as well as aspects of the skills inherent in students (Dewi et al., 2014). Learning outcomes are expressed in a holistic way describing student achievement after going through the learning process. Based on Rosali's research results, student learning outcomes during the pandemic were not very good, only reaching 60% to get a good category score. The obstacles faced are the instability of the internet

network in each area and the low learning outcomes of students in learning (Rosali, 2020). Overall student learning outcomes since the implementation of PJJ tend to deteriorate which is influenced by declining student interest and motivation (Magdalena et al., 2020; Nurwahid, 2021; Yusrizal & Pulungan, 2021a).

B. Method

This research is experimental research. This research was conducted at SD 10 PAB Sampali Jln. Cemara no 2 Sampali. The sample in this study was class V students which consisted of 2 classes with 20 students in each class. The instrument used in data collection is a social study learning outcome test in the form of multiple choice. The data analysis technique used the T test.

C. Finding and Discussion

1. Research Results

a. Social Studies Learning Outcomes of Students Taught with the Circuit Learning Model

Based on the data obtained and the results of statistical calculations, it is known that the social studies learning outcomes of students who are taught using the circuit learning model get the lowest score of 73, and the highest score of 100, with an average of 87; variance of 62.78 and standard deviation of 7.92. The frequency distribution of social studies learning outcomes scores of students who are taught using the Circuit learning model is visually shown in the form of the following histogram image:

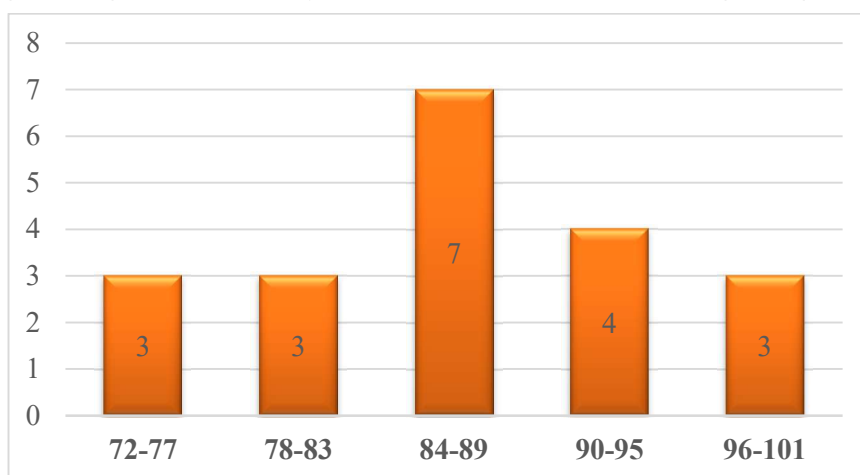


Figure 1 Histogram of Social Studies Learning Outcomes of Students Taught with the Circuit learning Learning Model

b. Social Studies Learning Outcomes of Students Taught with Conventional Learning Models

From the data obtained and the results of statistical calculations, it is known that the social studies learning outcomes of students who are taught using conventional learning models get the lowest score, which is 64, and the highest score is 96, with an average of 78; variance of 74.78 and standard deviation of 8.65. The frequency distribution of social studies learning outcomes scores of students who are taught using conventional learning models is visually shown in the following figure:

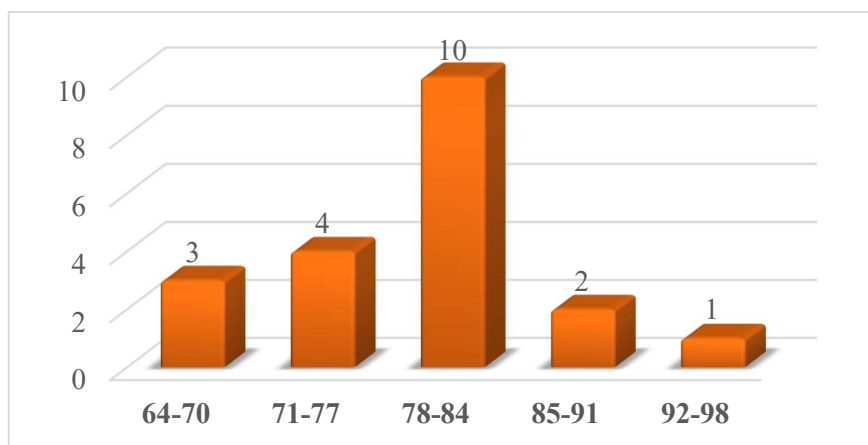


Figure 2 Histogram of Social Studies Learning Outcomes of Students Taught with Conventional Learning Models

c. Normality Test

The normality test of the data was carried out with the Shapiro-Wilk statistical test using SPSS version 23. The normality test of the research data as a whole can be seen in the following table:

Table 1 Data Normality Test Results

Tests of Normality						
Kolmogorov-Smirnov ^a			Shapiro-Wilk			
Statistic	df	Sig.	Statistic	df	Sig.	
Standardized Residual for Hasil_Belajar	40	,200*	,973	40	,455	

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the table, it can be seen that the results of the post-test data normality test with the Shapiro-Wilk test obtained a probability value or significant value of $0.455 > 0.05$, thus it can be concluded that the post-test data is normally distributed.

The statistical hypotheses tested were:

$$H_0 : A1 A2$$

$$H_a : A1 > A2$$

Based on the SPSS output in Table 3, it is obtained that the value of $F_{count} = 15,681$ and the probability value or significant value of the learning approach is $0.000 < 0.05$. Thus, it can be said that there is a significant difference between the average social studies learning outcomes of students who are taught with the circuit learning model compared to the conventional learning model. Furthermore, in Table 4 it is found that the average social studies learning outcomes of students who are taught conventionally are 87.750. While the social studies learning outcomes of students who are taught with conventional learning models are 78,400. Thus, it can be concluded that the social studies learning outcomes of students who are taught using the circuit learning model are higher than those of the conventional learning model.

2. Discussion

After students return to school after almost 2 years the implementation of learning from home makes students need to re-adapt to the school environment. This certainly has a negative impact on student learning outcomes. This is because the intensity of the interaction between students and gadgets makes them dependent so they are negligent in learning (Wardhani & Krisnani, 2020). Therefore, the focus of this research is to conduct experiments on an appropriate learning model used to improve student learning outcomes, especially social studies learning outcomes.

The circuit learning model is one model that is considered appropriate for post-distance learning. The circuit learning model is an innovative model because this learning model maximizes the empowerment of thoughts and feelings by adding and repeating patterns. The learning syntax of the circuit learning model is to condition a conducive and focused learning situation, students make creative notes according to their thinking patterns, special language-concept maps, question and answer and reflection (Dewi et al., 2014). The results showed that the use of the circuit learning model was able to improve students' social studies learning outcomes.

The circuit learning model will be better if its implementation is accompanied by learning media. With these media students will more easily understand the subject matter. This learning media is used as a support and encouragement for students to pay attention to social studies lessons (Putra & Setiawan, 2019). Among the media that can be used to strengthen the function of the circuit learning learning model is pictorial media (Rosyida et al., 2018). Circuit learning includes models based on thinking and problem-based approaches (Yusniar & Rohmah, 2019).

This model can increase students' criticality and provoke students' curiosity and lead them to an understanding that the material being studied is useful for them, thus helping to achieve the expected learning objectives. This learning is not only focused on the teacher who is a source and enhancer of insight for students, but students are also involved in the learning process (Syamsiah et al., 2016).

D. Conclusion

Based on the discussion that has been described previously, several conclusions can be drawn including the following: Social studies learning outcomes of students who are taught with the circuit learning learning model are higher than conventional learning models (Fcount = 15,681 and sig. 0.000 > 0.05). Based on these results, it is concluded that the circuit learning model is feasible to be used as a learning process in social studies learning.

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