

DEVELOPMENT OF A PARTICIPATORY LEARNING MODEL TO INCREASE INTEREST IN LEARNING SOCIAL SCIENCES

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Abstract

This literature review discusses the development of a participatory learning model to increase interest in learning social sciences. Participatory learning activities as a new model in the educational process emerged in higher education units in the seventies and are flexible and open to further development. This characteristic is an opportunity for students to strive to develop principles, methods and techniques that are suitable for use in participatory learning. Participatory learning is expected to be able to increase students' involvement in the learning process, students are given the freedom and breadth to develop their potential. This is to increase student interest in learning and student activity in learning. So that students will understand and apply it in everyday life and can have implications for increasing students' interest in learning in Social Sciences subjects. In this learning, principles are used, namely based on learning needs, oriented to the goals of learning activities, based on experience, centered on learning citizens. Efforts to implement participatory learning can be emphasized by emphasizing the role of education to help students carry out active and participatory learning activities in Social Sciences lessons.

Keywords: Participatory Learning Model, Interest in Learning Social Sciences

INTRODUCTION

Social studies lessons are lessons that are of great interest to some students, but in proportion to the students' lack of interest in this lesson, because they are more unique and challenging than other lessons. Meanwhile, social studies lessons have become a common lesson among elementary school students, but this is not the case. closes the possibility that many of these students really like social studies lessons. We often see that some of them really like Mathematics, Indonesian and Natural Sciences as the center of their attention in criticizing the current problems of elementary school students' interest in learning (Fisher, M. M., et al, 2005). Therefore, it is the teacher who is very responsible for his students, when he conveys his knowledge, how can it be received easily and fun to listen to.

As for transcripts in the world of educational media, so many teachers have conveyed social studies lessons in their own way, which can invite speaking, reading and writing, which are the main targets for elementary school children who are not yet fully familiar with social studies lessons. The students can ask each other questions and answers about knowledge and can also explain the flow of the origins of the knowledge or material being conveyed, because this aims to give a classy impression to their minds which will later create fun in the world of reasoning when the lesson begins. Not only that, teacher attitudes and behavior are also determined in the world of education, which in fact will be a positive perspective for vision and interest in social science lessons (Arbarini, M., et al, 2018).

Then the main aim of social studies learning is to develop the potential so that students are sensitive to social problems that occur in society, have a positive mental attitude towards correcting all inequality that occurs every day, both those that affect themselves and those that affect society (Ozkal, N, 2013) . Social studies education is one of the subjects that can provide broad insight into local and global society so that they are able to live together with other communities. To achieve this goal, elementary schools (SD) as formal institutions can develop and train the potential of students who are capable of producing reliable human beings, both in the academic field and in the moral aspect. The goals that must be achieved by elementary school students must be adjusted to their level of development, starting from recognition and understanding of the immediate or surrounding environment to the wider community environment (Myers, J. P, 2006).

Participatory learning is a phenomenon that is growing and developing in the world of education, both school education and out-of-school education. This learning is necessary and can be developed in line with efforts to improve national education. It is said to need to be developed, because participatory learning activities must always be adapted to developments in the learning process in the out-of-school education subsystem and school education in the implementation of the national education system. It is said to be able to be developed, because participatory learning activities as a new model in the educational process emerged in higher education units in the seventies and have the nature of flexibility and are open to further development. This characteristic is an opportunity for students to strive to develop principles, methods and techniques that are suitable for use in participatory learning (Haron, H., et al, 2017).

Participatory learning activities are also called participatory learning activities, this is a growing phenomenon in out-of-school education. These learning activities need and can be developed by increasing the stability of the out-of-school education sub-system in the national education system (Hedges, H., & Cullen, J, 2012). It is said that it needs to be developed because this learning activity is an approach that only emerged in the world of higher education in the seventies and has the characteristic of flexibility and openness, this characteristic is what requires every educational expert, especially those engaged in out-of-school education programs, to strive to develop the principles, methods and techniques suitable for use in participatory learning activities.

RESEARCH METHOD

The study in this research is qualitative with literature. The literature study research method is a research approach that involves the analysis and synthesis of information from various literature sources that are relevant to a particular research topic. Documents taken from literature research are journals, books and references related to the discussion you want to research (Earley, M.A. 2014; Snyder, H. 2019).

RESULT AND DISCUSSION

Participatory Learning Model

A. Learning Model

Discussion of learning models means discussing teaching models and learning models. When a learner helps students to obtain information, ideas, skills, values, thought patterns, and meaning from their self-expression, in fact at that time he is also teaching them how to learn. The most important learning outcome at a later date is the learner's ability to develop easier and more effective ways of learning (Diwangkoro, E, 2020). With this ability, it means they have acquired knowledge and process and learning skills.

The description above is in line with what Dewey once expressed (Afandi, M. E. C., & Wardani, O. P, 2013) that the core of the learning process is structuring an environment where students can interact and learn from each other how to learn. Thus, the learning model can be seen as a description of the conditions of the learning environment. This description concerns learners and learners, curriculum planning, subjects or

courses, supporting units, learning design books, multimedia programs, and computer-assisted learning programs, etc.

Joyce & Weil (Mirdad, J, 2020) view a learning model as a plan or pattern that can be used to organize curriculum, design learning materials, and guide learning inside and outside the classroom. Dick & Carey (Al-Tabany, T. I. B, 2017) added that a learning strategy is an overall plan of activities to achieve learning goals. Included in the strategy is a sequence of learning activities that lead to learning objectives.

B. Participatory Learning

Participatory learning is a concept that can refer to a number of names, such as peer teaching, active learning, group work, cooperative and collaborative learning, a concept that implicitly requires convergent interaction (multi-directional interaction) and collaboration with students and fellow students (Hedges, H., & Cullen, J, 2012). When collaborating in learning, guidance and direction from students is really needed so that positive changes occur in students' knowledge, attitudes and skills (Berthelsen, D, 2009).

Participatory learning can be interpreted as a learner's effort to involve students in learning activities. Yager, R. R. (1990) added that the participatory learning model is a learning model (learning and teaching) that is carried out with (not for) students. In this model, the relationship between learning and students is developed reciprocally, where there is almost no difference between students and students. If there is a difference, it is very small. Moreover, in this model, students are empowered to take greater control in their own learning by taking a role in planning and implementing projects or services, while enjoying the benefits of modeling provided by educators. The participatory learning model offers students an opportunity to acquire professional values, knowledge and skills. Students will gain a deeper understanding of the meaning of responsibility as citizens and prepare themselves to become public servants (Arbarini, M., et al, 2018).

Learner participation in the participatory learning model is realized in three stages of learning activities, namely: program planning, program implementation and program evaluation of learning activities (Raihan, A. A, 2023).

C. Principles of Participatory Activities

1. Learning Needs Besed

Participatory learning activities are based on learning needs, meaning the desire or desire suggested by someone to acquire knowledge and knowledge, skills, values and certain attitudes through learning activities. The source of information about learning needs is learning citizens or prospective learning citizens. The importance of this need is based on the fact that students will learn effectively if all components of the learning program can help students meet their needs. Efforts to meet these learning needs are the basis for the preparation and development of participatory learning activity programs.

2. Learning Goas And Objekctives Oriented

According to Malcolm, K. S. (1980), this principle means that participatory activities are planned and implemented to achieve previously determined learning goals. In planning learning goals, they are arranged based on their potential learning needs, available resources and possible obstacles need to be identified first so that goals centered on the learning community can be formulated accurately and implemented effectively. The learning objectives consist of general objectives (goals) and specific objectives (objectives). Each learning activity process is directed at achieving learning objectives that have been prepared by learning resources together with the learning community.

3. Centered on citizen learning

The participatory activity process is centered on the learning community (lerner contrered). This principle means that learning activity materials are based on the life background of the learning community, this is used as the basis for preparing learning activity plans that include the meaning of learning, the life background includes educational or work background, religious associations and so on.

According to Malcolm, K. S. (1980) learning citizens are involved in activities to identify learning needs, sources and possible obstacles, as well as in activities to determine learning goals. In determining learning activities, learning residents participate in developing learning materials, learning residents play an important role in planning, implementing, evaluating learning activities that are suitable and related to the achievement of implementation tasks, and evaluating learning activities, meaning that learning residents play a lot of roles in the process. teaching and learning activities.

4. Experiential Learning

This principle provides direction that participatory learning activities are prepared and implemented based on the things that have been learned and the experiences that the learning community has had. This is related to learning in carrying out tasks and work as well as ways of learning in carrying out the tasks and work that students already have (Kaewjumnong, C, 2013).

Interest in Learning Social Sciences

Every student certainly has an interest in each subject at school. Interest in learning is important for students to want to carry out activities in learning. Interest in learning consists of the syllables, namely interest and learning. According to Djaali (Adnyana, K. S., & Yudaparmita, G. N. A, 2023) interest is a feeling of wanting to know, learn, admire or own something. A student should have an interest that arises from within himself to learn. Learning is something that happens naturally to gain knowledge or skills through teaching and learning activities (Permatasari, B. D, 2019).

Students who have an interest in learning will be more enthusiastic about learning. According to Lee et al., (Astawa, D. N. W, 2019) interest in learning is a personal preference related to learning, which means that individuals prioritize one thing over another. Interest in learning is related to affective functions and knowledge which will give rise to strong emotions such as positive feelings towards something, a feeling of attachment, fascination and increasing cognitive processes (Kpolovie, P. J., et al, 2014). According to Harefa, D., et al (2023) stated that interest in learning is an interest that students have which can be expressed as a statement that shows that students prefer one thing to another, manifested through participation in an activity. Students who have an interest in certain subjects tend to pay greater attention to certain subjects.

Interest in learning is a constant tendency to pay attention to and remember something or an activity accompanied by a feeling of joy, attention, interest and always being curious which is realized through learning activities without coercion or without being asked by others.

Social Sciences in elementary school is a complete combination of several branches of social science which study more of the various social problems and phenomena that exist in society in addition to human relationships with their physical environment (Sudrajat, A., et al, 2018).

From the definition above, it can be concluded that interest in studying social studies is a student's tendency to study social studies which involves studying a lot various social problems and phenomena that exist in society, in addition to human relations with their physical environment, are accompanied by feelings of joy, attention, interest and always being curious which are realized through learning activities without coercion or without being asked by others (Supriyadi, S, 2022).

Participatory Learning on Interest in Learning Social Sciences

Nowadays, education is expected to be able to transfer knowledge to students appropriately, so that students will be responsible, independent, have good behavior and be beneficial to themselves and their environment. Likewise with Social Sciences (IPS) lessons, it is hoped that students will not only be limited to understanding lesson concepts and Social Sciences (IPS) materials, but will further improve the application process (Krutka, D. G., & Carpenter, J. P, 2016).

Several causal factors include student intelligence, learning ability, student interest in learning, presentation of material, learning atmosphere, teacher competence, and the condition of the wider community (Duze, C. O, 2010). In response to this, teachers must be able to prepare a learning process that is more innovative and conducive so that students can be more actively involved so that students themselves understand and are able to apply the subject matter studied. Now learning must be emphasized more on the learning experiences that students have in the learning process. Participatory learning is learning that actively involves students in planning, implementing and evaluating learning.

Participatory learning is expected to be able to increase students' involvement in the learning process, students are given the freedom and breadth to develop their potential. This is to increase student interest in learning and student activity in learning. So that students will understand and apply it in everyday life and can have implications for increasing students' interest in learning in Social Sciences subjects (Fisher, M. M., et al, 2005).

Thus, the use of participatory learning is expected to increase students' interest in learning in Social Sciences (IPS) subjects. Efforts to implement participatory learning in elementary school (SD) education can be emphasized by emphasizing the role of education to help students carry out active and participatory learning activities in Social Sciences (IPS) lessons.

Involvement in preparing and developing educational learning programs with students includes identifying sources and possible obstacles to learning, as well as implementing and assessing learning programs. Meanwhile, educational involvement in fostering a learning situation that is conducive for students to learn includes efforts to create a learning situation that is conducive for students to learn which includes efforts to create a better participatory learning climate (Fadhillah, H.)

Participatory learning activities have main characteristics which include:

1. Teachers place themselves in a position of not knowing all the learning materials. Viewing student learning as a resource that has value and benefits in learning activities.
2. Teachers play a role in helping students learn in carrying out learning activities. These learning activities are based on student learning needs. Teachers motivate students to participate in planning, implementing and evaluating the learning program they are undertaking.
3. Teachers and students carry out learning activities with each other in the form of exchanging ideas regarding the content, processes and learning outcomes and their development.
4. Teachers play a role in helping students learn in creating conducive learning situations, so that students can involve themselves actively and responsibly in the learning process.
5. The teacher develops group learning activities.
6. Teachers encourage students to learn to increase the spirit of achievement, the spirit of competition to face challenges that are oriented towards improving a better life.
7. Teachers encourage and help students learn to develop the ability to solve problems in and regarding the life they face every day.
8. Teachers and students learn together to develop anticipation and participation skills.
9. Learning achieves autonomy and integration in individual activities and social life (Sariah, S, 2012).

Efforts to Grow Students' Active Participation in Learning Gagne and Briggs in Thomas, S. (2004) explain a series of learning activities carried out in the classroom including nine aspects to foster student activity and participation. Each of them:

1. Provide motivation or attract students' attention, so that they play an active role in learning activities.
2. Explain instructional objectives to students.

3. Provide stimulus (for example concepts) that will be studied.
4. Give instructions to students how to learn it.
5. Bring out student activity in every learning activity.
6. Provide feedback. (feedback)
7. Conclude each material presented.

Mc.Keachi (Lin, C. C., & Tsai, C. C, 2012) suggests 4 aspects of student activity in the learning process:

1. Student participation in setting learning activity objectives
2. Student participation in learning activities, especially those in the form of interactions between students
3. The cohesiveness of students in class as a study group
4. The freedom to learn is given to students, and the opportunity to act and make important decisions in the learning process.

CONCLUSION

Participatory activities are a growing phenomenon in out-of-school education. This learning activity can be interpreted as an effort by learning resources to involve students in learning activities. This learning is actually rooted in traditions that have grown in society since ancient times. These learning activities are rooted in social values and religious norms that have been established. established in community life such as mutual assistance, mutual cooperation, mutual use and interdependence. In this learning, principles are used, namely based on learning needs, oriented to the goals of learning activities, based on experience, centered on learning citizens.

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