

Application Of Learning Method Simulation To Improve Student Learning Outcomes

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Abstract: *The purpose of this research is to Enhance the student's learning result by applying for simulation methods doer role in the economic matter. This classroom action research was conducted in two cycles, the which each cycle includes preparation, action, observation, and reflection. The result of this research is by applying simulation methods the students successfully enhanced learning Reviews their role DOER result in the economic matter.*

Keywords: *Application, Economic doer role matter, Learning result, Simulation.*

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I. Introductions

The learning process can be said to be successful if all aspects of learning can support each other so as to create a conducive learning. The good learning process will certainly increase the understanding and student learning outcomes against the material. The process should focus on student learning and engage students to be active in the learning process. While the teacher is positioning itself as a facilitator, motivator, and mentor in the learning process so that students are able to understand the learning material through learning experiences.

The author raised the heading "Application of Learning Simulation Methods To Improve Learning Outcomes" departing from the author's observation of the students in the class, that they are difficult to understand the material perpetrators of the role of economic activity mainly describes the interaction of economic actors in a diagram (circular flow diagram).

In MAN 3 Malang also found some problems that the learning outcomes of several students who are still below the minimum completeness. This is possible because students feel bored with the teacher in delivering learning or teacher in delivering learning ways that are considered less attractive. So that students are less active in their learning and can not understand the material presented by the teacher. Researchers from the interviews with some students, learning methods lecture is often done by the student teachers were considered less attractive and monotonous. While on learning theory states that the quality of learning depends on student motivation and creativity of teachers. Learners who have high motivation supported by teachers who are able to facilitate these motivations will lead to the successful achievement of learning targets. Learning targets can be measured through changes in attitudes and abilities of students through the learning process. Good learning design, supported by good facilities that, coupled with the creativity of teachers will make learners more easily reach targets for learning.

Based on the research results Ngabidin, Wahyudi and Chamdani in the journal entitled "Application of simulation methods in teaching civics organization for students of classes V Elementary School" and the results Daru Wahyuni and Kiromim Baroroh in the journal entitled "Application of the method of learning simulations to improve the activity and achievements micro-economic study "implies that the application of simulation learning method can improve the ability, activity and learning achievement and student learning outcomes and student.

Thus, the authors try to research improved understanding of class X IPS 1 in MAN 3 Malang to the material perpetrators of the role of economic activity using simulation methods.

II. Materials And Methods

The method of research is a classroom action research. The research was conducted in the second semester of the academic year 2016-2017. The research subject is class X IPS 1 in MAN 3 Malang with the number of students 29 people, consisting of 17 students and 12 male students daughters. In this study cycle model used is a model of Kurt Lewin consisting of planning, action, observing, and reflecting. This research was conducted through observation phase in the school to find out the student activity when the learning process in the classroom. After conducting further observations are made learning design.

Study Design: Classroom action research
Study Location: MAN 3 Malang, Indonesia
Study Duration: January-April 2017
sample Size: 29 people

procedure methodology

Data collection techniques used in this research is observation and is equipped with test results of students in the learning evaluation or initial score learning outcomes based on criteria specified minimum completeness school. The test results are used to determine the level of students' understanding of the learning material. The collected data will be analyzed by descriptive qualitative and quantitative.

This study is said to be successful when the level of understanding of students increased from the first cycle to the second cycle so that the level of student learning outcomes reached $\geq 75\%$ with a minimum completeness criteria specified in the amount of 80.

The action research procedure is as follows:

First cycle (Cycle I)

1. Preparatory Action includes the steps as follows:

- a. Request permission to the school.
- b. The lesson plan.
- c. Preparing instructional media needed.
- d. Setting up a test question after learning implemented.
- e. Preparing the assessment sheet.
- f. Make observation sheet.

2. Measures Implementation Phase

Researchers implement the learning process in accordance with the plan.

- a. Using the simulation method.
- b. Students are actively involved in learning
- c. Provide test questions to students.

3. Phase Observation and Interpretation

Observation of activities performed in conjunction with the implementation of the action is in the process of learning. The activities conducted by researchers are:

- a. Researchers monitor the students during the learning process.
- b. Researchers assessed the results achieved after the implementation of learning.
- c. Make the observation sheet (student activity).
- d.

4. Phase Analysis and Reflections

Teachers and observer jointly discuss the learning outcomes. The results will determine whether or not to implement the next cycle. If in the first cycle of researchers have not been successful then researchers conducted a second cycle.

Second cycle (Cycle II)

1. Preparatory Action includes the steps as follows:

- a. Creating lesson plans relating to the findings contained in the cycle I.
- b. Preparing instructional media needed to improve cycle I.
- c. Setting up a test question after learning implemented.
- d. Preparing the assessment sheet.
- e. Make observation sheet.

2. Measures Implementation Phase

Researchers carrying out the learning process in accordance with lesson plans and providing test questions to students.

3. Phase Observation and Interpretation

Observation of activities performed in conjunction with the implementation of the learning process.

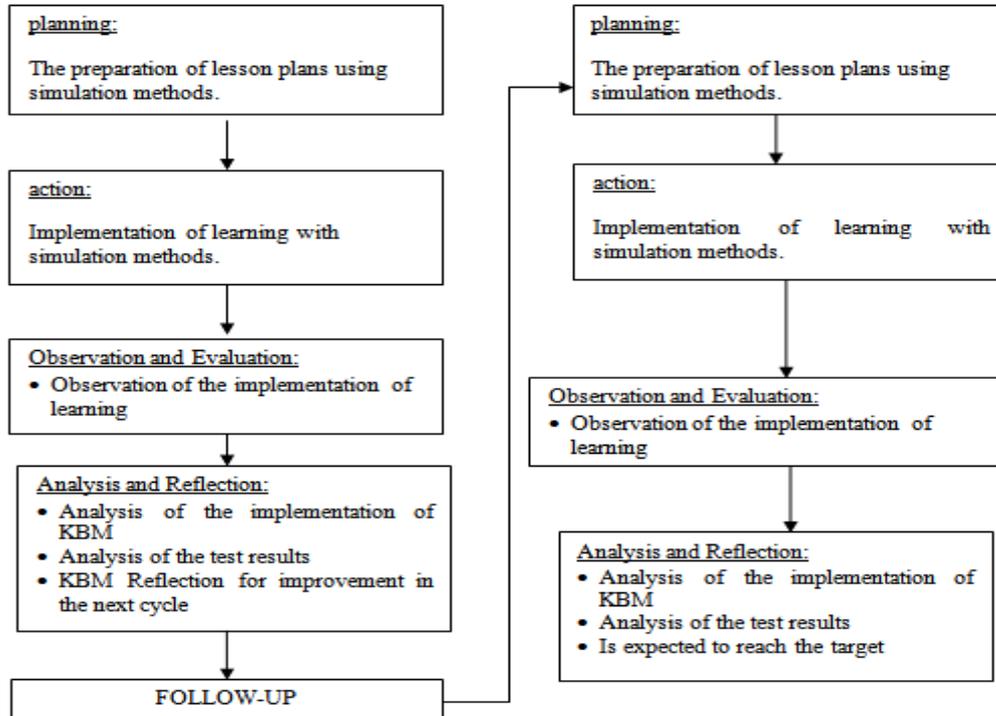
The activities conducted by researchers are:

- a. Researchers monitor the students during the learning process.
- b. Researchers assessed the results achieved after the learning process.

4. Phase Analysis and Reflections

Teachers and observer together to discuss the learning outcomes. The results will determine whether or not to implement the next cycle. If on this second cycle learning outcomes of students has increased, then the cycle is stopped.

From the cycle chart above can be made as follows:



III. Result

The research was conducted in class X IPS 1 in MAN 3 Malang in two cycles, and each cycle comprising one meeting and conducted tests at the last meeting of the first cycle and the second cycle. Results of reflection from the first cycle are used to improve the implementation of the second cycle. Before carrying out the first cycle calculation preliminary data taken from the teacher document, the value of the test results on the role of the material perpetrators of economic activity which is then used as the basis of students' grades or scores. Each end of the cycle is given the task to find out the improvement of student learning outcomes regarding the role of the material perpetrators of economic activity.

From the data of students' grades or scores in mind that the number of students who completed the learning material perpetrator role of economic activity is still not optimal. Many students still do not meet the minimum value of economic subjects of 80. This shows that the students' understanding of the role of the material perpetrators of economic activity is not maximized.

In the first cycle, the researchers divided the class into two major groups, namely households and household consumer manufacturers. Each group is given a card production factor for consumers and households to household money card manufacturers. Then each student each transaction to get the highest returns, where household consumers should be able to get the card for goods and services as possible and domestic manufacturers should be able to get more money card number from the card amount of money given as capital at the beginning of the simulation. Researchers gave prizes to the winners of each group (domestic consumers and domestic producers). After the simulation ends, the researchers give exercises to determine the level of understanding and student learning outcomes.

In the second cycle, the steps of the research is repeated as in the first cycle, of course, after making improvements based on the reflection on the first cycle, such as fixing a card size resource becomes larger so that students can more clearly distinguish Which card is capital resources, human resources, and natural resources. Giving time to make transactions even longer to make students more freedom to do the simulation. In the implementation of the second cycle, the students began to get used to the simulation method is applied researchers, seen from the attitude of students who seemed to have no awkward again and begin to implement strategies better to benefit as much as possible in the simulation.

Table No. 1: Summary of results of students' cognitive learning value

No.	Information	first cycle	cycle II	Enhancement
1.	Results of average cognitive learning students	78.55	83.58	5.03
2.	Number of students completed	19	27	8
3.	classical completeness	65.51%	89.65%	24.14%

The data is clear that there is an increase in students' cognitive learning outcomes significantly from the first cycle to the second cycle. Learning outcomes of students' cognitive average increase of 5.03 from the first cycle to the second cycle. The Number of students completed increased by 8 students from the first cycle to the second cycle, and the classical completeness increased by 24.14% from the first cycle to the second cycle. For students who have not completed, researchers have carried out remedial until the student reaches 80.

Table No. 2: Summary of results affective domain learning value

No.	Information	first cycle	cycle II	Enhancement
1.	The average value of the affective domain (conversion scale of 1-100)	81.55	86.58	5.03
2.	Total students gain \geq B	23	29	6
3.	The completeness affective classical	79.31%	100%	20.69%

The data is clear that there is an increase in the affective domain to student learning outcomes significantly from the first cycle to the second cycle. The results of the average the affective domain learning of students increased by 5.03 from the first cycle to the second cycle. Total students gain \geq B increased by 6 students from the first cycle to the second cycle, and the classical completeness increased by 20.69% from the first cycle to the second cycle.

Table No. 3: Summary of psychomotor students value learning outcomes

No.	Information	first cycle	cycle II	Enhancement
1.	The average value of psychomotor (conversion scale of 1-100)	81.55	86.58	5.03
2.	Total students gain \geq B	23	29	6
3.	The completeness of classical psychomotor	79.31%	100%	20.69%

The data is clear that there is an increase in psychomotor learning outcomes of students significantly from the first cycle to the second cycle. Average learning outcomes of students psychomotor increased by 5.03 from the first cycle to the second cycle. Total students gain \geq B increased by 6 students from the first cycle to the second cycle, and the classical completeness increased by 20.69% from the first cycle to the second cycle. Based on the above data summary, student learning outcomes in three domains, namely cognitive, affective and psychomotor increased by using simulation learning method. The results of student learning have increased significantly from the first cycle to the second cycle.

IV. Discussion

Based on the results of a classroom action research through the application of simulation learning methods to improve learning outcomes in the material perpetrators of the role of economic activity. This is reflected in the average learning outcomes of students increased cognitive 5.03. The number of students completed increased by 8 students, and classical completeness increased by 24.14%. The increase in the average learning outcomes of students increased by 5.03 affective domain. Total students gain \geq B increased by 6 students, and classical completeness increased by 20.69%. As well as an increase in the average learning outcomes of students psychomotor increased by 5.03. Total students gain \geq B increased by 6 students, and classical completeness increased by 20.69% from the first cycle to the second cycle.

V. Conclusion

Based on the results of action research, the application of simulation learning method can improve student learning outcomes.

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