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ARIAS Learning (Assurance, Relevance, Interest, Assessment and Satisfaction) in Social Studies

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Abstrak

Assurance, Relevance, Interest, Assessment and Satisfaction (ARIAS) adalah model pembelajaran yang berpusat pada peserta didik. Model pembelajaran ini menekankan penyampaian keaktifan peserta didik di kelas. Dalam implementasi model ini memiliki lima komponen yang terdiri dari lima komponen terintegrasi yang dibutuhkan dalam kegiatan pembelajaran (1) jaminan yang menumbuhkan kepercayaan diri peserta didik, (2) relevansi yang menghubungkan materi dengan kehidupan nyata peserta didik, (3) minat yang tumbuh minat peserta didik, (4) penilaian yang merupakan penilaian peserta didik, dan (5) kepuasan yang memberikan rasa bangga kepada peserta didik. Tujuan dari penelitian ini adalah untuk menggambarkan kemampuan guru dalam mengelola pembelajaran, kegiatan peserta didik, pembelajaran peserta didik, dan respons peserta didik menggunakan model pembelajaran ARIAS. Penelitian yang dilakukan pada penggunaan model ARIAS dalam studi sosial sejauh ini menunjukkan hasil yang signifikan dari peningkatan dalam pemahaman peserta didik tentang konsep studi sosial. Model pembelajaran *Assurance, Relevance, Interest, Assessment and Satisfaction* (ARIAS) dapat meningkatkan hasil belajar peserta didik studi sosial.

Kata Kunci: model pembelajaran Assurance, Relevance, Interest, Assessment and Satisfaction (ARIAS), pendidikan IPS

Abstract

Assurance, Relevance, Interest, Assessment and Satisfaction (ARIAS) is one learning model to students center. This learning model emphasizes the delivery the activeness of students in the class. In the implementation of this model has the five components which consists of five integrated components needed in the learning activities (1) assurance which foster student's self-confidence, (2) relevance which connect the material with student's real life, (3) interest which grow the student's interest, (4) assessment which is an student assessment, and (5) satisfaction which provide a sense of proud to student. The aim of this research was to describe the teacher's ability to manage learning, student activities, student learning, and students' response using ARIAS learning model. Research conducted on the use of the model of ARIAS in social studies so far shown significant result on increase students' understanding of social studies concepts. The Application Assurance, Relevance, Interest, Assessment and Satisfaction (ARIAS) learning model can increase student learning outcomes social studies.

Keywords: Assurance, Relevance, Interest, Assessment and Satisfaction (ARIAS) learning model, social studies

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INTRODUCTION

Education is the most important thing for every country to develop rapidly (Priarti, 2015). Education is also what guarantees intellectual, moral and educated people in the era of globalization like today. Education has two meanings, namely broadly interpreted as part of life itself and lasts throughout life while narrowly interpreted as teaching held in schools (Suyomukti, 2010).

Social studies is one of the subjects that provide the value and attitudes and skills in the lives of students in society, nation and state in various characteristics. Based on Minister of Education Regulation No. 22 of 2006 explained that through social studies subjects students are directed to be able to become democratic, responsible Indonesian citizens and peaceful citizens of the world. Gross (1978) states that the purpose of social studies education is to prepare students to be good citizens in their lives in society. He firmly said to prepare students to functioning citizens in a democratic society. Another goal of IPS education is to develop the ability of students to use reasoning in making decisions about each problem they face (Gross, 1978).

Realizing the importance of social studies, learning social studies should be a fun activity. One reason for the low social studies learning outcomes is because many students consider social studies boring.

Components related to school in order to improve the quality of learning include learners, students, instructors of facilities / infrastructure, and learning processes (Yamin, 2013). In the world of education, learning skills to be able to read class situations are very important. Favorable conditions in the classroom are the main prerequisites for an effective learning process to occur. Conventional learning that is teacher-centered is also an obstacle to the teaching and learning process, so the teaching and learning process does not take place effectively and efficiently. This situation does not support students to absorb the learning that is being delivered by the teacher. As a result, when students face evaluation, they are not independent and depend on other students, they prefer to cheat on the work of other students rather than believe in their own abilities.

Learning models that attract and involve students actively in learning activities can indirectly improve student learning outcomes. So that with high student learning outcomes, it can be said that student learning goals have been achieved. One active learning model that can be used by teachers to achieve learning goals is the ARIAS learning model (assurance, relevance, interest, assessment, and satisfaction).

METHOD

The purpose of this scientific paper is explain that the ARIAS learning model is relevant to use in social studies learning in secondary schools. Social studies learning using the ARIAS model can be applied in conjunction with learning models or with the help of other media. The research method in this research is literature review. The research was conducted by tracing various sources related to the ARIAS learning model (assurance, relevance, interest, assessment, and satisfaction). Data analysis was conducted qualitatively by looking at the results of data collection from various books and scientific journals.

RESULTS AND DISCUSSION

Learning is a planned activity to achieve the desired understanding, skills and attitudes. Understanding gained will be a source of value that affects individuals in thinking, acting and behaving (Musfiqon, 2012). In the learning process someone is said to succeed if it has maturity and maturity which is reflected in the success of the educational process that has been undertaken.

Classification of learning outcomes conducted by Bloom in 1956 has become a general reference for learning objectives including cognitive, affective and psychomotor (Saiful, 2007). In achieving learning objectives that have been classified Bloom is needed the right teaching method in carrying out the learning process. Conformity in choosing the teaching method can be done by determining the learning model and strategy that is in accordance with the characteristics of the material and the students.

The learning process to be effective the educators can determine the exact model or method that will be used through several learning approaches (Sanjaya, 2008). A teacher should master the skills of technical aspects as a whole, can convey learning in an interesting and can increase the interest in learning of students.

Learning models that attract and involve students actively in learning activities can indirectly improve student learning outcomes. Learning outcomes of high students can be said that the learning objectives of students have been achieved. One active learning model that can be used by teachers to achieve learning goals is the learning model of Assurance, Relevance, Interest, Assessment, and Satisfaction (ARIAS). The ARIAS learning model helps students to understand and emphasize learning materials that make students not saturated in the teaching-learning process and focus on learning so that learning objectives can be achieved.

Basic Concepts of the ARIAS Learning Model

ARIAS learning model is learning model that emphasizes the grow up student's believe or confidence. Learning activities have relevance to the lives of students, trying to attract and nurture the interests or concerns of students. ARIAS learning model consists of five components, namely Attention (interest), Relevance (relevance), Confidence (trust), Stastification (reinforcement) and assessment (evaluation), (Rahman, 2014).

The ARIAS learning model needs to be done from the beginning, before the teacher conducts classroom learning activities, since the teacher designs learning activities in the form of a unit of learning. The activities that will be carried out are illustrated to instill confidence in students, hold relevant activities, arouse interest or attention of students, conduct evaluations and foster a sense of respect or pride in students. So that in the ARIAS learning model it has been drawn from the beginning of learning to the end of learning and the teacher does not only attach importance to the cognitive domains of students but also affective and psychomotor. Students are directly involved in learning and are helped to build their own knowledge so that they do not just passively receive all the information given by the teacher (Slavin).

History of Application ARIAS Learning Model

ARIAS Learning Model is modification of the ARCS model (Attention, Relevance, Confidence, Satisfaction) developed by Keller and Kopp (1987) as an effort to design learning that can affect achievement motivation and learning outcomes. This model was developed based on the theory of expectation (expectancy value theory) which contains two components, namely the value (value) of the goals to be achieved and expectations (expectancy) in order to successfully achieve the desired goal. The two components which later became the beginning were developed by Keller into four components. The four components are attenuation, relevance, confidence and satisfaction with the acronym ARCS (Rahman, 2014).

It is interesting to develop further because the ARCS model is based on learning theories and the real experience of instructors. However, in this method there is no assessment, even though assessment is an important and inseparable component in learning activities. Assessment can be carried out during the learning process, so it does not have to be at the end of the learning activity. So keeping in mind the importance of the assessment component, this component was added to the learning model (Bohlin, 1987). The ARIAS learning model contains five components which include: Attention (interest), Relevance (relevance), Confidence (trust), Stastification (reinforcement) and assessment (evaluation). The modification lies in changing the name of the component confidence to assurance, and attention to becoming interest.

The meaning of this modification is the basis of learning activities that instill a sense of confidence or confidence in students. Learning activities have relevance to the lives of students, trying to attract students' interest or attention. Then an evaluation is held and foster pride in students by providing reinforcement. Leliavia et al (2017) this model contributes to improving student learning outcomes at the junior high school level. The ARIAS learning model is able to improve communication through evaluations presented in learning plus the reinforcement given to learners' learning groups (Hesti, 2016).

Characteristics of ARIAS Learning Model

ARIAS Learning model is consists of five components compiled based on learning theory (Rahman, 2014). The components in this model are presented in five stages, as shown in table 1 below.

Table 1. Steps of ARIAS Learning

Step ARIAS Learning	The Role of Teacher
Phase 1 Assurance (Self Confidence)	Teacher helps students realize their strengths and weaknesses and instills confidence in students towards themselves.
Phase 2 Relevance	Teacher presents the goals to be achieved by students and encourages them to achieve purpose.
Phase 3 Interest	Teacher uses stories, analogies or something new, in learning provides opportunities for students to actively participate.
Phase 4 Assessment	Teacher gives students an evaluation test by assigning assignments to students.
Phase 5 Satisfaction	Teacher provides reinforcement, verbal and non verbal respect to students who have shown success.

The ARIAS learning model helps students to develop five basic elements that are in the learning process. The five basic elements are the development of students 'self-confidence, adjusting to the situation and conditions of the students' environment, fostering interest in learning of students, evaluating learning, and instilling pride in students (Erwik et al. 2014).

Steps to Implement the ARIAS Model

There are a number of steps that should be fulfilled in applying this ARIAS model.

Assurance

Stages encourage trust, confidence in students to succeed. Students are encouraged to have hope to succeed will have value, benefits and useful for the lives of students. There are steps to increase self-confidence in the arena as follows (1) helping students realize their strengths and weaknesses and instilling a positive self-image of themselves; (2) make a standard or standard that makes it easier for students to achieve success; (3) provide difficult questions or assignments but are quite realistic in accordance with the abilities of students; (4) provide opportunities for students independently in learning and practicing a skill.

Relevance

Stages connect the experiences of students now or already possessed so that learning activities will have value, benefits and are useful for the lives of students. There are steps for relevance including 1) determining the goals to be achieved by students and encouraging them to achieve these goals; (2) explain the benefits of learning for the lives and activities of students both for the present and in the future; and (3) the language and examples used must be clear, easy to understand and real experiences experienced by students.

Interest

The step of interest 1) giving stories, analogies, displaying something new or different in learning; (2) students are given the opportunity to actively participate in learning, by involving students in choosing topics of discussion or providing problems that need to be solved; (3) provide varied learning activities; and (4) in learning activities need non-verbal communication such as simulations and demonstrations.

Assessment

Stages for determining values are a reference for teachers and students. The assessment stages include: (1) giving feedback and evaluating the performance of students; (2) provide and inform objectively evaluations to students; (3) provide opportunities for students to evaluate themselves; and (4) provide opportunities for students to conduct evaluations of friends.

Satisfaction

Stages for reinforcement. Students will feel proud to succeed in doing something. Therefore, it is very necessary to strengthen students to achieve the next success. The step of satisfaction stage: (1) provides appreciation (reinforcement appropriate) both verbally and nonverbally to students who have shown success; (2) students are given the opportunity to apply knowledge or skills; (3) giving students attention so that they feel valued and cared for by the teachers; and (4) students are given the opportunity to help friends who need help or difficulties.

ARIAS Learning in Social Studies

ARIAS can be applied in any field of study and its application from the beginning of learning. In applying the ARIAS model in social studies learning, the teacher can use the material that requires students to participate in the learning.

The research conducted on the use of the ARIAS model in ARIAS learning so far has shown significant results in improving students' understanding of the concept of science. Some examples of research can be seen as follows: I Kd Adnya et al. (2014) showed the results of social studies understanding in grade 3 SD No. 2 Kuta Badung Regency experienced a significant increase in social studies learning outcomes using the ARIAS learning model assisted by media images. Other research conducted by Arif Purnomo et al (2016) also shows the results of an increase in students' understanding after participating in learning with the ARIAS model. Nelmedia Rosya (2015) said that the application of the ARIAS learning model had a positive influence on increasing student participation and learning outcomes.

From the results of a number of studies that have been delivered, it is explained that the ARIAS model is very relevant to use in social studies. In the application of ARIAS must meet the syntax (phase-phase) model. However, this model also has disadvantages in its application. Critics of the use of this model include that this model cannot be used at any time and not all learning goals and all students.

CONCLUSION

ARIAS learning model is very relevant to use for social studies learning in material explaining concepts and procedures. The ARIAS model can be combined with other learning models. From the results of a number of studies that have been delivered, it is explained that the ARIAS model is very relevant to use in social studies. In the application of ARIAS must meet the syntax (phase-phase) model. However, this model also has disadvantages in its application. Critics of the use of this model include that this model cannot be used at any time and not all learning goals and all students.

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