

Improving IPS (Social Science) Understanding In The Physical Condition of The Indonesian Region through Cooperative Learning with Learning Together Models

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ABSTRACT

Many students underestimate Social Sciences, because they consider Social studies are easy lessons. According to research conducted in class VIII A, classroom teachers often use the lecture method, group assignments and never use innovative learning methods, so students are not actively involved in learning. Students never answer questions from the teacher because they feel fear and shame. Students also never express their opinions when asked by the teacher. It is known from the evaluation of learning outcomes that only 3 (12%) students from 25 students have a good level of understanding of the subject matter. This shows the learning outcomes are still low and still need to be sought for the selection of learning methods that are more appropriately adapted to the material to be delivered by the teacher. The location of the repairs was carried out at YPI Darussalam 1 Cerme Gresik Middle School For Students VIII / A Semester I Academic Year 2018/2019 which amounted to 25 students involving 1 colleague to help conduct monitoring and observation during the learning process, Observers' results can be explained that by applying cooperative learning the learning together model obtained the average value of the first cycle of student learning achievement was 52.4 and learning completeness reached 12% or there were 5 students from 25 students have finished studying. These results indicate that in the first cycle classically students have not yet finished learning, because students who obtain a value of ≥ 69 are only 12% smaller than the desired percentage of completeness which is equal to 70%. This is because students are new and unfamiliar with the new methods applied in the teaching and learning process. Whereas in the second cycle the average student achievement score is 84 and learning completeness reaches 100% or there are 25 students from 25 students who have finished learning. These results indicate that in the second cycle learning completeness has been fulfilled. This means that cooperative learning learning together model can improve social studies comprehension in the material physical condition of Indonesia in class VIII A YPI Darussalam 1 Cerme Middle School Gresek Academic Year 2018/2019.

Keywords : *Cooperative learning model, Physical condition of the territory of Indonesia, IPS, Social science*

1. INTRODUCTION

For most social studies teachers, teaching social studies material related to the ability of students to understand the problem of explanation is not an easy thing. Although many students have been able to understand IPS (social science) topics theoretically, many experience difficulties when the form of a question or problem is presented in the form of a description question. In this case the teacher is required to be able to provide material that is easily accepted by students. In addition, the teacher should provide concrete and clear examples relating to the problem material in the form of a description. If these efforts can be done well, it is expected that student learning outcomes in social studies subjects will also increase.

Teachers are sometimes unaware that junior high school students think their patterns are still concrete or real. Many students underestimate Social Sciences because they consider social studies to be an easy lesson. According to research conducted in VIII A class, classroom teachers often use the lecture method, group assignments and never use innovative learning methods, so students are not actively involved in learning.

Students never answer questions from the teacher because they feel fear and shame. Students also never express their opinions every time they are asked by teachers

Social studies subjects that are dominated by descriptive cognitive aspects give rise to their own difficulties in the teaching and learning process both experienced by teachers who deliver material or students as the subject of the subject matter. This is what happened at the YPI Darussalam Middle School 1 Cerme Gresik VIII / A on social studies subjects specifically on the material physical condition of the territory of Indonesia. In general, such material is delivered by the lecture method directly through stories. This leads to boredom and boredom in students, to avoid a tedious process, it is necessary to find learning methods that are in accordance with the material. This can be seen from the evaluation of learning with the results that only 3 (12%) students from 25 students had a level of understanding of the subject matter in the good category. This shows the learning outcomes are still low and still need to be sought for the selection of learning methods that are more appropriately adapted to the material to be delivered by the teacher.

From the results of the initial analysis and reflection of the author, assisted by colleagues, these failures are caused by several things: (1) The teacher is not good at motivating students and in delivering learning goals (2) The teacher is not good at managing time, seems less programmed (3) Students are less enthusiastic during learning.

To overcome this problem there are several alternatives that can be done including: (1) Teachers need to be more skilled in motivating students and more clearly in delivering learning objectives. Where students are invited to be directly involved in every activity that will be carried out. (2) Teachers need to distribute time well by adding information that they feel is necessary and giving notes. (3) Teachers must be more skilled and enthusiastic in motivating students so that students can be more enthusiastic.

Based on these situations, Classroom Action Research (CAR) is conducted to develop effective learning strategies in understanding social studies material for students. To achieve this goal, research is carried out in the form of classroom action research. Based on the description above, the title taken by the researchers in this study was an increase in understanding of social studies in the material physical condition of Indonesia through cooperative learning learning together model VIII A students of YPI Darussalam Middle School 1 Cerme Gresik

Based on the above description, the purpose of this research is : (1) To find out whether through cooperative learning the learning together model can improve social studies comprehension in the material physical condition of the Indonesian territory of class VIII A YPI Darussalam 1 Cerme Gresik Middle School. (2) To find out the extent to which through cooperative learning the learning together model can improve social studies comprehension in the material physical condition of the Indonesian territory of class VIII A YPI Darussalam Middle School 1 Cerme Gresik

2. RESEARCH METHODS

This study uses Class Action Research (PTK). According to the PGSM Project Coach Team, Class Action Research (PTK) is a form of study that is reflective by the perpetrators of actions taken to increase the rational stability of their actions in carrying out tasks, deepen understanding of the actions taken, and improve the conditions under which the practice of learning is carried out (Mukhlis, 2000: 3).

As according to Mukhlis (2000: 5) CAR is a form of study that is systematically reflective by the perpetrators of actions to improve the conditions of learning carried out.

The main purpose of Class Action Research (PTK) is to improve / improve the practice of continuous learning, while the purpose of participation is to foster a culture of research among teachers (Mukhlis, 2000: 5).

Planning Phase, At this stage the researcher prepares a learning device consisting of lesson plan 1, formative test questions 1 and supporting teaching tools. *Planning*, including the determination of social studies learning material with the subject matter of the physical condition of the territory of Indonesia and the determination of the allocation of the implementation time in August 2018.

The Implementation Phase of, Action is the applicative stage and the planning process. In this stage, it is necessary to have the ability to initiate considering the class conditions may not be in line with the plan research. Control of action is one of the important factors so that the plans that have been made can be implemented optimally in the classroom. In this case the researcher acts as a teacher. The teaching and learning process refers to lesson plans that have been prepared for the **Observation Stage**.

At this stage the teacher and colleagues conduct observations of student activities in learning activities, namely (instruments attached) Observation and Evaluation. In this assessment there are two observations that will be carried out, namely: (1) Observation of teacher activities. (2) Observation of student activities or observation of students' cooperative skills, Next data about the ability of the teacher in managing learning is taken from several components in the learning process in the classroom including mastery of teaching. Data about the ability of the teacher to manage learning are analyzed by calculating the average value of the categories of each discovery carried out.

As for determining the success of the teacher's ability to teach, the researcher uses the assessment criteria according to Suharmi Arikunto 1991: 249.

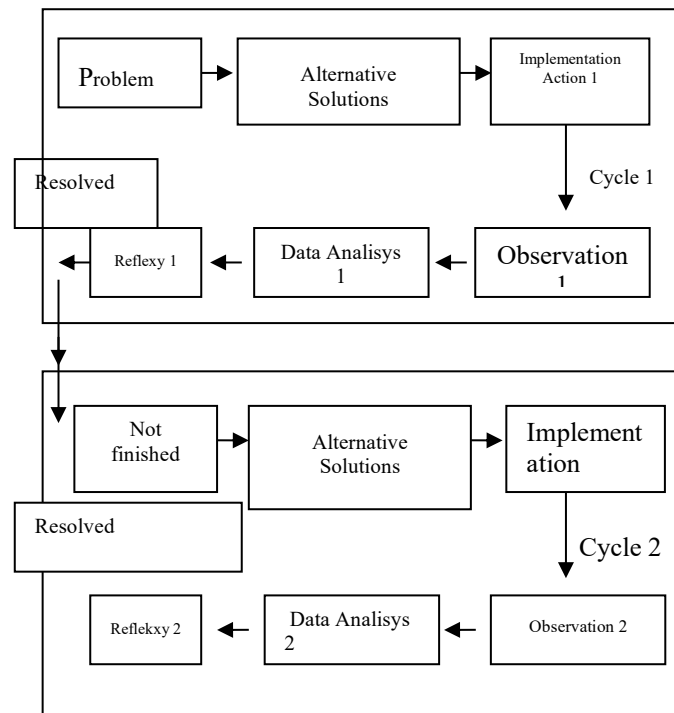
Table 1: Evaluation Criteria

Angka	Keterangan
85-100	Baik sekali
70-84	Baik
56-69	Cukup
40-55	Kurang
30-39	Gagal

Reflection At this stage the teacher as the researcher assesses the success of the action to evaluate the stages of action. At this stage an analysis of the results of the evaluation results is carried out from a stage in each cycle. At the end of cycle I after reflection 1, it can be seen whether the problem has been resolved or not, if it has not been resolved, the process is continued in cycle II and if the problem is resolved then the action is stopped. Reflections from the first cycle can be used as a reference in alternative solutions in cycle II.

The procedure of action in this study is seen in the flow diagnosis below

Figure 1 : Action Procedure Flow Chart



Data Collection / Research Instruments

Instruments used in this study consisted of: (1) Syllabus, namely a set of plans and arrangements regarding classroom management learning activities, as well as assessment of learning outcomes. (2) Learning Program Plans (RPP), which are learning tools that are used as teacher guidelines in teaching and arranged for each round. Each Learning Program Plans (RPP) contains basic competencies, indicators of achievement of learning outcomes, learning objectives, and teaching and learning activities. (3) Student Activity Sheet, This activity sheet is used by students to assist the process of collecting data on the results of teaching and learning activities. (4) Formative tests This test is prepared based on the learning objectives to be achieved, used to measure the ability to understand the concept of Social Sciences on the subject matter of the physical condition of the Indonesian territory of class VIII A YPI Darussalam Middle School 1 Cerme Gresik 2018/2019 Academic Year

Data necessary in this study was obtained through observation of formative tests. To find out the effectiveness of a method in learning activities data analysis needs to be conducted. To analyze the success rate or percentage of student success after the teaching and learning process each round is done by giving an evaluation in the form of written test questions at the end of each round. The hypothesis in this class action research is that the cooperative learning strategy of themodel learning together can improve Social Sciences Understanding in the material physical condition of Indonesia in class VIII A YPI Darussalam Middle School 1 Cerme Gresik Academic Year 2018/2019.

3. FINDING AND DISCUSSION

This research was conducted at YPI Darussalam 1 Cerme Gresik Middle School 2018/2019 Academic Year. The number of students in this study were 25 students. This research was carried out through 2 cycles. In the first cycle, discuss about Telling the physical condition of the territory of Indonesia

Cycle I Planning

Phase The planning phase is carried out as a beginning to take action on learning activities. The preparation steps of the researcher in the planning stage are: (1) Preparing the Cycle I syllabus (2) the researcher makes a plan for implementing Cycle 1 learning which is then discussed with colleagues. (3) The researcher also prepares media and questions to be used in material learning Physical conditions in the territory of Indonesia. (4) Prepare Student Worksheet (LKS) Cycle I. (5) Prepare observation sheet for cooperative learning management learning together model.

Implementation Phase of teaching and learning activities for cycle I Date 7 August 2018 first meeting subject matter with 2 x 40 minutes and at call 14 August 2018 second meeting subject matter with 2 x 40 minutes. In this case the researcher acts as a teacher. The teaching and learning process refers to the lesson plan that has been prepared. At the end of the teaching and learning process students are given a formative test I with the aim of knowing the level of success of students in the teaching and learning process that has been carried out.

The implementation of learning uses cooperative learning learning together model, while the steps are as follows: In the implementation of the action is divided into three activities, namely the initial activity, the core and the closing. The initial activity here is that before the lesson begins the teacher leads the prayer, and the student will then classify the class. The perception of the teacher is to do a question and answer about the physical condition of the territory of Indonesia. While the core activity is to carry out learning about the physical condition of the territory of Indonesia. The steps are as follows: (1) Students are divided into 6 groups, each group has 5 heterogeneous members (mix according to achievement, gender, ethnicity, etc.). (2) Students pay attention to the teacher's explanation of the physical condition of the territory of Indonesia. (3) Conducting question and answer with students about events in the physical condition of Indonesia. (3) Students are given the task to discuss with their groups about the events of the physical condition of the territory of Indonesia. (4) Then each group is given a question card to make the stages of the event the physical condition of the Indonesian territory in the form of a timeline. (5) Each group is given LKS to be worked on and discussed together with the group. (6) Give students the opportunity to ask which questions cannot be solved. (7) Students complete the assignment sheet and report the results of the discussion. (8) The teacher gives an award to the best group The closing activity is after the teacher bridges the students to make a summary of the physical condition of the Indonesian territory by concluding the material being studied. After that students are told to work on the evaluation questions of the first meeting.

Observation Observer here has the task of helping the teacher to observe or record the symptoms that arise during the learning process and record them in the observation sheet which will be attached at the end of this report. Furthermore, to find out the success of the actions that have been carried out, the criteria are needed, the class is declared successful if 70% of the number of students participate actively participate in classroom learning, if it is obtained from observations of less than 70%, then cycle II.

Table 1. Value of Formative Tests in Cycle I

No	Name	Completeness		Score
		T	TT	
1	Adrian Maulana		√	60
2	Ahmad Akmal Nurizdan		√	50
3	Ahmad Nur Sulaiman		√	50
4	Ahmad Ridho Zam Zami	√		70
5	Ardhiansyah Dwi Saputra		√	60
6	Bagus Andikha Pratama	√		80
7	Catur Ardi Sukma		√	50
8	Decilia Fourtunata	√		70
9	Dino Ardi Anto		√	40
10	Fitriyani		√	50
11	Friska Dwi Amelia		√	60
12	Grezenia Putri Biantara		√	40
13	Imelia Vega Yolanda		√	50
14	Intan Zumrotul Aprilia		√	40
15	Marsha Meilani Indahwati		√	60
16	Mohammad Anhaz Abdilah		√	40
17	M. Qolbi Ramadhan		√	40
18	Muhammad Zidan Meyfal		√	40
19	Nanda Dwi Lestari		√	50
20	Nilam Kornelia Sari		√	40
21	Rifky Firmansyah		√	60
22	Rizki Maulana Ishak		√	60
23	Syaiful Amri		√	50
24	Siti Aisyah		√	40
25	Yoga Bagus Prasetyo		√	50
	Ideal Maximum Score of 2500 Total Score Achieved 1300 Average Score Reached 52,4	3	22	52,4

Table 2. Recapitulation of Formative Student Test Results in Cycle I

No	Description	Result
1	Average score of the formative test	52,4
2	The number of students who have completed their studies	3
3	The percentage of learning completeness	12%

From the table above it can be explained that by applying cooperative learning the learning together model obtained an average value of student learning achievement was 52.4 and learning completeness reached 12% or there were 3 students from 25 students who had finished learning . These results indicate that in the first cycle classically students have not yet finished learning, because students who obtain a value of ≥ 69 are only 12% smaller than the desired percentage of completeness which is equal to 70%. This is because students are new and unfamiliar with the new methods applied in the teaching and learning process.

Furthermore, the results of observing the cooperative skills of students in the first cycle are presented in the following table:

Table 3. Results of Observation of Students Cooperative Skills Cycle I

No	Observations Category	Students	Percentage
1	Active Making inquiries	14	56%

2	Actively asking questions	12	48%
3	Actively answer questions	12	48%
4	Dare to raise your hand	12	48%
5	Dare to respond	12	48%
6	Dare to ask for help from the teacher when experiencing difficulties	14	56%
7	Dare to ask for help from other group members when experiencing difficulties	12	48%
8	Dare to come forward in being accountable for the results of the discussion	14	56%
9	Able to construct an idea	12	48%
10	Find something from observation	15	60%
Average			62%

From the results of the above observations, it is known that Active students Make questions in the amount of 14 students (56%). Active asking questions as many as 12 students (48%), active answering questions for a number of students 12 students (48%). Brave hands are 12 students (48%), dare to respond as many as 12 students (48%), dare to ask for help from teachers if there are 14 students (56%), dare to ask help from other group members if they experience difficulties as much as students 12 students (48%), dare to come forward in accounting for the results of the discussion as many as 14 students (56%), able to construct as many ideas as students 12 students (48%), find something from observations as many as 15 students (60%). So that the average results of observation of cooperative skills obtained by students in the first cycle of 62%

From the observation sheet data of teacher activities in the first cycle obtained the following observations:

Table 4. Results of Observation of Teacher Activities in Cycle I

No	Observed Aspects	Yes	No
I	Introduction		
	Apperception	√	
	Power of knowledge	√	
	Motivation	√	
II	Development		
	1. Creating an atmosphere of active learning	√	
	2. Mastery of the material	√	
	3. Learning skills		
	• Motivate and guide students to study the material and make questions	√	
	• Guiding students in carrying out discussions	√	
	• Guiding students in expressing opinions		√
	• Motivate and respond to students in question and answer activity results	√	
	• Reflecting on the course of the learning that has been done	√	
4. Important material emphasis		√	
III	Implementation		
	Material Suitability	√	
	Observation of students	√	
IV	Closing		
	Guiding in drawing conclusions		√
	Giving of tasks	√	

Reflection In the implementation of teaching and learning activities obtained information from observations as follows: (1) students do not yet understand and are not familiar with the cooperative learning model of the learning together model, because this learning model is a learning experience that has just been learned for students. (2) The low quality of the process and understanding of students in social studies learning because of the lack of motivation and interest of students to read in social studies. (3) Teachers are not good at managing time, seem less programmed (4) Students are less enthusiastic during learning.

The implementation of teaching and learning activities in this first cycle still lacks, so there needs to be a refission to be carried out in the next cycle. (1) The teacher explains the steps of the cooperative learning model of the learning together model. (2) Teachers need to be more skilled in motivating students and more clearly in delivering learning objectives. Where students are invited to be directly involved in every activity that will be carried out. (3) Teachers need to distribute time well by adding information that they feel is necessary and giving notes. (4) Teachers must be more skilled and eager to motivate students so students can be more enthusiastic.

From the results of the first cycle of research, researchers conducted an analysis and reflection of learning outcomes in each meeting found that the completeness of student learning outcomes in the first cycle is still lacking, it is necessary to proceed to the second cycle.

Cycle II Planning

First cycle which is known to have increased but has not reached the limit set by researchers, namely 80% in the material physical condition of the territory of Indonesia. Therefore, the researcher consulted with teacher VIII / A to get maximum results in social studies. As a follow up to the implementation of the cooperative learning model of the learning together model to improve understanding and learning processes then planning activities in cycle II, researchers plan learning implementation with the same indicators as the first cycle, but in learning activities plus several methods such as group work, performance and so on. The indicators to be achieved in this second cycle are the same as the first cycle because in the first cycle, all of these indicators have not been reached optimally. The steps for preparing researchers in the planning phase are: (1) Preparing the Cycle II syllabus. (2) the researcher makes a plan for implementing Cycle II learning which is then discussed with colleagues. (3) The researcher also prepares media and questions to be used in material learning Physical conditions in the territory of Indonesia. (4) Prepare Student Worksheet (LKS) Cycle II. (5) Prepare the observation sheet for the management of cooperative learning in the learning together model.

The Activity and Implementation Stage

The implementation of teaching and learning activities for the second cycle was held on August 21, 2018 the first meeting subject matter took 2 x 40 minutes and on August 28 2018 the second meeting subject matter took 2 x 40 minutes. In this case the researcher acted as the teacher. The teaching and learning process refers to the lesson plan by paying attention to the revisions in the first cycle, so that mistakes or shortcomings in the first cycle do not recur in the second cycle.

In the implementation of the action is divided into three activities, namely the initial activity, the core and closing. The initial activity here is that before the lesson

begins the teacher leads the prayer, and the student will then classify the class. The apperception by the teacher was asking about the struggle of the warrior figures during the Japanese occupation. While the core activity is to carry out learning about the physical condition of the territory of Indonesia. The steps are as follows: (1) Students are divided into 5 groups consisting of 5 members (group members are the same as cycle I, each group has its own group name). (2) The teacher prepares illustrated cards about various mainland areas, each card has a number (from 1 to 5). (3) Students are told to order the picture card into a pictorial story, then each student's card is told to explain briefly what the story's picture contains. (4) The teacher provides an opportunity for students to ask questions related to the tasks to be done. (5) Students discuss with their group friends the tasks they are doing. (6) Students report the results of discussions in front of the class, other groups respond. (7) Students and teachers conclude all the results of the discussion. (8) The teacher gives quiz I or questions to all students (when answering the quiz they cannot help each other). (9) The closing activity is after the teacher has bridged the students to explain the physical condition of the territory of Indonesia to conclude the material being studied. After that students are told to work on the second cycle evaluation questions.

Observation

Observations are carried out together with the implementation of teaching and learning. At the end of the teaching and learning process students are given a formative test II with the aim of knowing the level of success of students in the teaching and learning process that has been carried out. The instrument used was a formative test II.

Table 5. Formative Test Values in Cycle II

No	Name	Completeness		Score
		T	TT	
1	Adrian Maulana	√		80
2	Ahmad Akmal Nurizdan	√		80
3	Ahmad Nur Sulaiman	√		90
4	Ahmad Ridho Zam Zami	√		90
5	Ardhiansyah Dwi Saputra	√		90
6	Bagus Andikha Pratama	√		80
7	Catur Ardi Sukma	√		80
8	Decilia Fourtunata	√		70
9	Dino Ardi Anto	√		90
10	Fitriyani	√		80
11	Friska Dwi Amelia	√		80
12	Grezenia Putri Biantara	√		90
13	Imelia Vega Yolanda	√		80
14	Intan Zumrotul Aprilia	√		80
15	Marsha Meilani Indahwati	√		90
16	Mohammad AnahazAbdilah	√		80
17	M. Qolbi Ramadhan	√		90
18	Muhammad Zidan Meyfal	√		90
19	Nanda Dwi Lestari	√		90
20	Nilam Kornelia Sari	√		80
21	Rifky Firmansyah	√		80
22	Rizki Maulana Ishak	√		90
23	Syaiful Amri	√		100
24	Siti Aisyah	√		80
25	Yoga Bagus Prasetyo	√		70
	Total Ideal Maximum	25	0	84

	Score 2500			
	Total Score Achieved			
	2100			
	Average Score Achieved			
	84			

Table 6 Formative Test Results of Students in Cycle II

No	Description	Cycle Results II
1	Average score of the formative test	84
2	The number of students who have completed their studies	27
3	The percentage of learning completeness	100%

From the table above obtained the average score of achievement Student learning is 84 and learning completeness reaches 100% or there are 25 students from 25 students who have finished learning. These results indicate that in the second cycle learning completeness has been fulfilled. This means that cooperative learning learning together model can improve social studies understanding in the material physical condition of the territory of Indonesia class VIII A YPI Darussalam Middle School 1 Cerme, Gresik Academic Year 2018/2019.

While the results of the observation of cooperative skills in the second cycle students there is an increase in the results presented in the following table:

Table 7. Observation Results of Students Cooperative Skills in Cycle II

No	Observations Category	Students	Percentage
1	Active Making inquiries	23	93%
2	Actively asking questions	23	93%
3	Actively answer questions	22	88%
4	Dare to raise your hand	24	97%
5	Dare to respond	22	88%
6	Dare to ask for help from the teacher when experiencing difficulties	24	97%
7	Dare to ask for help from other group members when experiencing difficulties	25	100 %
8	Dare to come forward in being accountable for the results of the discussion	21	84%
9	Able to construct an idea	22	88%
10	Find something from observation	21	84%
Average			93%

From the results of the above observations it is known that Active students Make questions totaling 23 students (93%). Active asking questions as many as 23 students (93%), Active answering questions for a number of students 22 students (88%). 24 brave students (97%), dare to respond as many as 22 students (88%), dare to ask for help from teachers if there are 24 students (97%), dare to ask other group members for help if they experience difficulties as much as students 25 students (100%), dare to come forward to account for the results of the discussion as many as 21 students (), able to construct an idea as many as 22 students (88%), find something from observations as many as 21 students (84%).

Reflection In the implementation of teaching and learning activities cycle II obtained information from the results of observations as follows: (1) The teacher is

good at motivating students and in delivering learning objectives. (2) The teacher is very concerned in managing time, so that in the learning process it is in accordance with the teaching program made. (3) Students are very enthusiastic during the learning process and are seen active in attending the lesson.

The Discussion

Implementation of teaching and learning activities in the first cycle still lacks, so there needs to be a refission to be carried out in the next cycle. (1) Teachers need to be more skilled in motivating students and more clearly in delivering learning objectives. Where students are invited to be directly involved in every activity that will be carried out. (2) Teachers need to distribute time well by adding information that they feel is necessary and giving notes. (3) Teachers must be more skilled and enthusiastic in motivating students so that students can be more enthusiastic.

In the implementation of teaching and learning activities cycle II, information is obtained from observations as follows: (1) Teachers are good at motivating students and in delivering learning objectives. (2) The teacher is very concerned in managing time, so that in the learning process it is in accordance with the teaching program made. (3) Students are very enthusiastic during the learning process and are seen active in following students.

While the results of observing cooperative skills of students in cycles I and II there is an increase in the results presented in the following table:

Table 8. Improvement of Students Cooperative Skills

No	Observation Category	Prosentase		
		Cycle I	Cycle II	Enhancement
1	Active Making inquiries	56%	93%	28%
2	Actively asking questions	48%	93%	28%
3	Actively answer questions	48%	88%	28%
4	Dare to raise your hand	48%	97%	35%
5	Dare to respond	48%	88%	28%
6	Dare to ask for help from the teacher when experiencing difficulties	56%	97%	32%
7	Dare to ask for help from other group members when experiencing difficulties	48%	100 %	38%
8	Dare to come forward in being accountable for the results of the discussion	56%	88%	23%
9	Able to construct an idea	48%	88%	28%
10	Find something from observation	60%	88%	21%
Result		63%	93%	29%

From the results of observations Increased cooperative skills of students in Cycle I by 63% and Cycle II by 93% so that in the table above an increase of 29% , From the results of observers can be explained that by applying cooperative learning the learning together model obtained an average value the learning achievement of students in the first cycle is 52.4 and the learning completeness reaches 12% or there are 5 students from 25 students who have finished learning. These results indicate that in the first cycle classically students have not yet finished learning, because students who obtain a

value of ≥ 69 are only 12% smaller than the desired percentage of completeness which is equal to 70%. This is because students are new and unfamiliar with the new methods applied in the teaching and learning process.

Whereas in the second cycle the average student achievement score is 84 and learning completeness reaches 100% or there are 25 students from 25 students who have finished learning. These results indicate that in the second cycle learning completeness has been fulfilled. This means that cooperative learning learning together model can improve social studies understanding in the material physical condition of the territory of Indonesia class VIII A YPI Darussalam Middle School 1 Cerme, Gresik Academic Year 2018/2019.

4. CONCLUSIONS

From the results of the learning activities that have been carried out for three cycles, and based on the entire discussion and analysis that has been carried out can be summarized as follows: (1) the results of observation Increasing students' cooperative skills in Cycle I by 63% and Cycle II by 93% so that in the table above there was an increase of 29%. Cooperative learning learning together model

has a positive impact on improving student learning achievement which is characterized by an increase in student learning completeness in each cycle, namely cycle I (12%) and cycle II (100%). This means that cooperative learning learning together model can improve social studies understanding in the material physical condition of the territory of Indonesia class VIII A YPI Darussalam Middle School 1 Cerme, Gresik Academic Year 2018/2019. (2) The application of cooperative learning in the learning together model has a positive effect, which can increase students' motivation in learning mathematics, this is shown by the enthusiasm of students who state that students are interested and interested in cooperative learning learning together models so that they become motivated to learn.

Suggestion From the results of the research obtained from the previous description that the social studies teaching and learning process is more effective and more optimal results for students, then the following suggestions are conveyed: (1) To implement cooperative learning the learning together model requires sufficient preparation, so the teacher must able to determine or choose a topic that can truly be applied with cooperative learning learning together models in the teaching and learning process so that optimal results are obtained. (2) In order to improve student learning achievement, teachers should train students more frequently with a variety of appropriate teaching methods, even in a simple level, where students will be able to find new knowledge, acquire concepts and skills, so students succeed or are able to solve problems- the problem it faces.

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