

APPLICATION OF THE MARKETPLACE ACTIVITY METHOD IN IRE LEARNING TO INCREASE LEARNING OUTCOMES AND INTEREST IN SMPN 2 TUREN

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ABSTRACT

This study is driven by the challenge teachers face in selecting appropriate learning models and the observed decline in student engagement. This research aims to enhance student learning activity through the implementation of the Market Place Activity (MPA) learning model. Conducted as classroom action research, this study follows a two-cycle structure, with each cycle comprising four stages: planning, action, observation, and reflection. The research participants are ninth-grade students at SMPN 2 Turen. Data collection methods include documentation, observation, interviews, field notes, and structured research instruments. Data analysis involves data reduction, data display, and conclusion drawing. The findings indicate that the MPA learning model effectively increases both the engagement and learning outcomes of ninth-grade students at SMPN 2 Turen.

Keywords: Learning Model, Market Place Activity, Learning Interest

INTRODUCTION

The problem of education and teaching is a fairly complex problem due to many factors that affect it. One of these factors is the educator. Educator is a component of teaching that plays an important and main role because the success of the teaching and learning process is very determined by the educator factor. The task of educators is to convey learning materials to students through communication interactions in the learning carried out. 1 Learning is a form of human activity that requires motivation to achieve goals. The higher the motivation that students get, the higher the success that will be achieved. 2 Learning, according to Effendi, is briefly defined as a process of changing the overall behaviour, which includes cognitive, affective, and psychomotor aspects which occur between integrals. A student who has carried out learning activities has experienced changes in terms of skills, knowledge, habits, appreciation, emotions, social relationships, physical, ethical, (ethics), and attitudes. This change is obtained by students through their interaction with the surrounding environment. 3 No different from other activities, this learning activity also has a purpose.

The learning objectives, according to Winama Surakhmad, are (1) Gathering knowledge, (2) Naming concepts and dexterity, and (3) Forms of attitudes and actions. From the above objectives, it appears that learning not only develops cognitive aspects but other aspects as well, such as effective and psychomotor. 4 The learning process can make students active

if students are motivated to learn. There are many ways that teachers can do to make students active, including the application of models and the use of media in learning. The use of media and learning models in classroom learning will be able to focus students' attention on the material that will and is being presented by the teacher so that students' learning activities increase because students have a high interest in various fun learning methods. The constructivist learning approach is one of the approaches in IRE learning that is under the 2013 curriculum. Supported by a constructivist approach derived from the ideas of Piaget and Vygotsky.

The constructivist approach emphasises the existence of student-centred instruction and suggests the use of study groups in the learning process. This means that learning should be dominated by independent learning activities of students to construct knowledge for themselves.⁵ One of the learning models that emphasises a constructivist approach is the marketplace activity, a learning model in the form of market activities where students can buy and sell information. There are groups of students who own information to sell to other groups and groups of students who buy information. The information that is traded is the material learned that day. Some students in the learning process tend to get along with certain groups and rarely cooperate with other people who have low abilities, so there is a gap between students who have more abilities and students who have low abilities. In addition, students with low abilities are rarely involved in completing assignments and group discussions. Students rarely share their opinions and experiences with other students. The low-ability students feel inferior to other friends, so in learning, the students tend to be passive and do not dare to appear in front of the class even though the assigned assignment has been completed.

Psychologically, if students are less interested in the methods used by teachers, then automatically, students will give less supportive feedback in the learning process. As a result, there is a sense of indifference among students to religious teachers, and they are not interested in the learning process of Islamic Religious Education. The implication is that the affective and psychomotor realms are not achieved optimally. If the condition is like that, it will be difficult to expect students to be aware and willing to practice religious teachings. Based on the background mentioned above, the researcher seeks to study the problem more deeply and is outlined in the form of a thesis entitled "Application of the Internet-Assisted Market Place Activity Learning Model in Improving the Learning Outcomes of IRE Grade 9 SMPN 2Turen".

METHOD

This study uses the Classroom Action Research (CAR) method, which aims to increase student learning activity through the Market Place Activity (MPA) learning model. The research was conducted in two cycles, where each cycle consisted of stages of action planning, implementation, observation, and reflection. At the planning stage, the researcher prepares a learning plan

using the MPA model, which is then implemented at the implementation stage. Furthermore, observations were made to measure student activity and learning outcomes. The reflection stage is carried out to analyse the results of the actions that have been taken and look for improvements for the next cycle. The subject of this study is a 9th-grade student of SMPN 2 Turen. Research data was collected through documentation, observation, interviews, field notes, and research instruments. The data that has been collected is analysed by reducing relevant data, presenting data, and drawing conclusions. The results of the study show that the application of the MPA learning model can increase the interest and learning outcomes of grade 9 students of SMPN 2 Turen.

RESULTS AND DISCUSSION

Findings

Market Place Activity is a method based on active learning. Active learning. The characteristic is that students actively seek and collect knowledge from one group to another. The term is mutual shopping or 'buying and selling' knowledge. In this case, cooperation between students is also needed. Therefore, Market Place Activity is also worthy of being called cooperative learning. Market Place Activity (MPA) is a learning technique in the form of activities such as those that occur in the market, where students can buy and sell information in the form of concepts or works of something. This learning technique, some experts say, is windows shopping. The naming problem depends on who gives the name is studied theoretically, but in essence, how the learning that occurs in the classroom is such as market activities where goods are being traded, there are sellers, there are buyers, and there are communication media in the form of messages, questions and answers, maintaining and even promoting a concept or product. Technically, a concept or work will use Marketplace Activity (MPA), so in the learning group of students, each group agreed on the division of tasks, some become a group of sellers to promote and maintain the work of their group, some function as buyers of information to go around visiting the works of other groups, both conducting dialogues, questions and answers, and even evaluating and criticising.

The information that is traded in each group is the material learned that day, how students understand the concepts and work in each group by looking for sources of information that are carried out with group discussions, then poured into a concept work or media that will be easily understood by prospective buyers who will visit the group. This learning technique with Market Place Activity (MPA) contains nurturant effects in the formation of the character directly, such as being responsible for making and maintaining the work, working in a group, being open to buyer criticism, working hard to be the best, getting used to evaluating and being evaluated, building independence, confidence, group skills, receiving feedback, and practising responsibility in making planning and designing. as well as many values (valuing) stored in the learning.

Ruhyana explained the stages in the marketplace activity learning model as follows: Preparation stages: a. Divide students into small groups between 4-10 people according to class conditions, either by counting according to seats, for example, if you want to be five groups, then count from one to 5 then repeat, groups of the same number into one group, or distributed colourful paper, colourful markers, candies with different brands according to the desired group.

Our suggestion in forming this group is that occasionally, they are grouped with colourful paper/markers and different candies in one group so that they get used to being different it can be the strength and solidity of the group. b. Students sit in groups by, of course, changing their seats into small groups, either letter U, O or round tables, or they group outside the classroom with lesehan (sitting on the floor), then they are given time to get to know each other in a short time. It is tried that their seats are designed that allows them to move/visit from one group to another. For example, the area around the classroom wall is vacated because it will be a traffic jam for students when visiting the work. c. Students of each group in a short time determine the chairman and secretary of the group, for example, by raising the hands of all participants in a count of 3 appointing the chairman, then the secretary in the group, or better be accompanied by the sound of music, the armpit stops appointing the chairman and then the secretary. Meanwhile, for the class work chair, the group leaders come forward to make a circle, and then the count of 3 appoints the head of the work/class in the material. d. After the chairman and secretary are elected, each group agrees on the name of the group following the content studied, for example, when the content is moral, the name of the group is taken from the names of good morals such as honesty, empathy, Istiqomah, caring, hard work and so on.

When the faith material can be the names of angels, the names of the apostles, etc., it is better to suggest names related to the character, such as the honest group, tasamuh, the dead, etc. e. The teacher provides the objectives and topics of the scope of the material that will be discussed that day, as well as provides clarity to students on what students must do as well as what instruments will be used in this learning process. It is only less than 5 minutes. f. The teacher shares the discussion content that will be done in groups. The content can be the same if the breadth of the material is very limited, if the content is very broad, then the material of each group is tried to be different and combined with the name of the group.

Implementation Stages

The stages of implementation in the learning process of the Market Place Activity (MPA) model are as follows: a. In this stage, the teacher monitors each group as a facilitator by holding stationery to check and record the progress of the situation in the group and occasionally sits with the group when there are complicated problems for the students in the group. If students are trying to do this, the teacher provides answers or assistance to students in groups who need help sitting equally low and standing equally high to be more familiar with students. b. Each group

conducts a group discussion about the content that is the responsibility of the group by learning from various learning resources, package books, LKS, previous interview results, magazines, newspapers, the internet and so on, then poured into a group work that is clear and designed to be easily understood by other groups, either in the form of concepts, images, caricatures, charts, tables or the stages of the process of a concept based on scientific references that can be accounted for. c. The work, as each group is presented attractively, can use mind mapping (concept map), clear image design, and messages that are easy to interpret by other groups.

It is recommended that students' works are written clearly, the font size is easy to read, and designed artistically, for example, using lists, pictures and so on d. After the results of the group's work are completed and ready to be traded in the market, each group divides the task of who will be the buyer to the other group by bringing the product assessment instrument prepared by the teacher and bringing a small note, and there is the task of being a silent seller in his group welcoming prospective buyers from other groups. This seller tries to explain the greatness of his product in detail in a short time and tries to maintain his product, while those who function as buyers will visit other groups to see, buy, and assess by recording important points, asking questions to the seller, and providing comments as proof of purchase or not buying, for example by giving signatures, stars or coins prepared by the teacher beforehand. e. The officers of each group who function as buyers visit the seller's display of other groups for approximately 5-6 minutes and take note of the important things explained by the sellers of the group visited, the teacher prepares a stopwatch that is aired in front of each five-six minutes of each visit to the other group. To prevent the accumulation or equal distribution of buyers, the change in visits follows a clockwise direction or vice versa. f. After the buyer has visited all the groups, the buyer returns to his group to report the results of his visit to the other groups. The buyer explains to the seller in his group, then makes an assessment and discusses it. Meanwhile, sellers in a group explain inputs and suggestions from other groups of buyers, then conclude findings and inputs for the improvement of their group's work, including the most important points. g. Each group is asked by educators to make a group presentation on the results of their work for a maximum of 2 minutes per group or a minimum of comments for each group if time is very limited, at least the representation of some groups that are considered the best while collecting the results of assessments conducted by the group against other groups that were previously shared by the teacher. h. Educators reflect on learning by reviewing what happens related to learning objectives and character values recorded during the learning process, as well as reporting the best results of the group transparently. It is highly recommended to give rewards in the form of gifts, compliments, stars or some kind of trophy that is made simple. i. Educators reinforce the material that has been learned by revealing theoretical and conceptual studies and even evidence related to the material in the form of shows, videos, and stories linking with several contexts that are easy for

students to understand according to their age, for example relating to the reality that exists in society and the ideals that should exist based on education. j. Educators conclude together with students about the important points in the learning that have been carried out and close the learning activities by singing together, praying and reading Hamdalah and greetings.

Analysis

Schuward, quoted by Nana Sudjana, argues that learning outcomes can be known using assessment. Learning outcome assessment is the process of assigning values to learning outcomes achieved by students with certain criteria. This implies that the object of his assessment is the learning outcomes of students. The learning outcome of students is essentially a behaviour change. Therefore, in the assessment of learning outcomes, the role of instructional objectives that are based on the formulation of abilities and behaviours that students want to master is an important element as the basis and reference for assessment. The assessment of learning outcomes is shown by students as the learning outcomes are both in the form of high numbers and actions that reflect the learning outcomes that have been achieved by each student in a certain period. Learning outcomes are also the result of effort or learning outcomes as much as possible, and the results of the effort can be temporary and can also be permanent. The form of grades, the highest number, and changes in behaviour as learning outcomes will describe changes in students. Students who are not good become good; those who are only good then become better, and all of this is carried out based on experience and deliberate practice, and these changes can be temporary or permanent.

Learning outcome evaluation is the overall measurement activity (data and information collection), processing, interpretation and consideration to make decisions about the level of learning outcomes that students have achieved after carrying out learning activities. Learning outcomes are always expressed in the form of behavioural changes, and expected behavioural changes include three aspects, namely: first, the cognitive aspect, including changes in terms of mastery of knowledge and the development of skills/abilities needed to use that knowledge, second, the affective aspect, including changes in terms of mental attitudes, feelings, and consciousness, and third, the psychomotor aspect, including changes in the form of motor actions. The learning outcomes achieved by students describe the results of the efforts made by educators in facilitating and creating conditions for their learning activities.

In other words, the goal of the educator's business is measured by the results of their learning process. To find out how far the goal is achieved, an educator needs to know the type of learning process results that are intended to be achieved through learning activities. The educational goals to be achieved are grouped into three areas, namely cognitive, affective and psychomotor. As a goal to be achieved, these three areas must be seen and seen as learning outcomes from the learning process carried out by

educators. As a learning outcome, changes in the three areas must also be technically formulated in verbal statements through learning objectives (instructional objectives).

CONCLUSION

Based on the findings and discussion presented in the preceding sections, it can be concluded that student engagement, encompassing activities such as writing, reading, attentive listening, questioning peers and teachers, responding to questions, offering opinions during discussions, and participating in group tasks, improved by 39%. This level of engagement increased to 70% following the implementation of the learning model. Furthermore, student learning outcomes exhibited an 84% improvement; initial data showed only 16% of students achieved learning mastery, which subsequently increased by 70%, surpassing the baseline results. The findings of this study demonstrate that the Market Place Activity (MPA) learning model effectively enhances both the engagement and learning outcomes of 9th-grade students at SMPN 2 Turen. Additionally, this model fosters active student participation, promoting both physical and cognitive involvement in the learning process.

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