



## Increasing Student Learning Participation in Social Sciences Subjects through the RACVi (Reading, Analyze, Collecting Data, Virtualize) Model in SMPN 1 Garum

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### ABSTRACT:

The low learning participation of students at SMPN 1 Garum. Based on this problem, this research applies the RACVi learning model because the learning model is believed to be appropriate in optimizing the learning participation of class VIII students in social studies subjects. The purpose of this study is to optimize learning participation in social studies subjects of class VIII students at SMPN 1 Garum, Blitar Regency through the RACVi learning model. The research design used in this research is a spiral model classroom action research. The data collection techniques applied are observation and questionnaires. While the data analysis technique uses qualitative data analysis flowing models by Miles and Huberman, namely: data reduction, data presentation, and drawing conclusions. The results of this study indicate that classroom action research applied in two phases states that there is an increase in student learning participation through the application of the RACVI learning model. Based on observation data, the level of student participation for phase 1 was recorded at 72%. After improvements were made in cycle 2, the participation level increased to 81%. While the observation data from the questionnaire results also showed a trend of increasing student learning participation. In cycle 1, the level of student participation was recorded at 74%, and increased to 82% for phase 2. This data further strengthens the finding that the RACVI learning model is able to create a more interactive learning atmosphere. This proves that the implementation of this model can support a significant increase in student participation.

**Keywords:** Social Studies learning media, RACVi learning model, Learning participation.

### ABSTRAK:

The low learning participation of SMPN 1 Garum students. Based on that problem, this research applies the RACVi learning model because the learning model is believed to be appropriate in optimizing the learning participation of VIII grade students in social studies subjects. The purpose of this research is to optimize learning participation in social studies subjects of grade VIII students of SMPN 1 Garum Blitar Regency through the RACVi learning model. The research design used in this research is a spiral model of class action research. Data collection techniques applied are observation as well as questionnaires. While the data analysis technique uses qualitative data analysis flowing models by Miles and Huberman, namely: data reduction, data presentation, and conclusions. The results of this study indicate that classroom action research applied in two phases states an increase in student participation through the application of the RACVI learning model. Based on observation data, the level of learner participation for phase 1 was recorded at 72%. After improvements were made in cycle 2, the participation rate increased to 81%. Meanwhile, the observation data from the questionnaire also showed an increasing trend in learner participation. In cycle 1, the level of learner participation was recorded at 74%, and increased to 82% for phase 2. This data further strengthens the finding that the RACVI learning model is able to create a more interactive learning atmosphere. It proves that the implementation of this model can support a significant increase in learner participation.

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## **A. INTRODUCTION**

Social Studies learning is one of the subjects that aims to equip students with various concepts and skills to understand social life critically and responsibly (Suharsimi, 2019). This subject plays an important role in building students' social awareness as the next generation of the nation who are able to understand the social dynamics around them (Santosa, 2020; Syaputra, Sariyatun & Sunardi, 2018). However, in practice, students' learning participation in social studies subjects is often still low (Mulyasa, 2020). Every social studies teacher wants the learning process in the classroom to run effectively so that learning objectives are achieved.

The effectiveness of learning is based on various aspects, such as the expertise of social studies educators when organizing classes, teaching methods used, and the use of appropriate learning media (Supriyono, 2019). In addition, the ability of students to concentrate and understand social studies material also determines the success of the learning process (Mulyasa, 2020). The interaction of social studies educators as well as good students will create a conducive learning situation, until students are more encouraged to participate well while learning (Purwanto, 2021).

Student participation in social studies learning is an important indicator of the success of teaching activities. According to Wardani (2020), indicators include attendance, discipline in doing assignments, group cooperation, politeness in discussions, and attendance in exams. Sudjana (2020) adds that in social studies online learning, participation can be seen from task collection, question and answer, discussion, information seeking, and self-reflection. Learner participation is very important in the learning process, especially in Social Science

(IPS) (Wihartanti, 2022). Learners who participate in class also tend to be more engaged during the learning process, which helps them understand the value of learning and the meaning that comes with it. Learners' learning outcomes also improve when they participate in the learning process. This includes children's activities that start with speaking, reading, writing and listening (Rohmah et al, 2023).

However, the fact is that students' learning participation for social studies subjects in Indonesia is quite low. This is evident from the data of the Central Bureau of Statistics (BPS) that, less than 80% of secondary school students who follow the equivalent program. Thus it states if there is a weakness in the participation of learners in following the lesson. This situation, if not resolved, will affect the ability and quality of students' learning. Lack of learner participation in learning can damage the value of education as well as affect future learning outcomes (Ginanjar & Darmawan, 2019). If 75% of learners actively participate, engagement is considered successful. However, research Ginanjar & Darmawan (2019) on 36 learners showed no learning strategy used, with low participation seen from the few learners who dared to ask or respond to teacher questions.

Based on observations at SMPN 1 Garum, it shows that student learning participation is low, especially in social studies subjects. This can be seen from the lack of activeness of students to ask questions, answer, and participate in group discussions and individual assignments. This lack of motivation is a challenge that must be addressed immediately because it can affect the quality of learning and hinder the achievement of educational goals (Ginanjar & Darmawan, 2019). One solution is to choose the right learning model, which is

able to increase the motivation and involvement of students during the learning process (Supriyono, 2019).

Problems in social studies learning are often related to the low participation of learners in class. To overcome this, an effective problem-solving approach is needed to increase learner engagement when learning social studies. One of these important components is the learning model. A learning model is a conceptual framework that describes systematic procedures in organizing learning experiences to achieve specific learning objectives (Supriyono, 2019). This model provides guidance for educators in designing effective and efficient learning activities (Mulyasa, 2020). According to Joyce & Weil, (2009), learning models involve strategies, approaches, and methods used to facilitate the teaching and learning process. In addition, learning models help create a learning atmosphere that supports the active involvement of learners so that they can develop the expected skills, knowledge and attitudes (Santosa, 2020). The use of the right learning model can improve the quality of learning, both in the cognitive, affective, and psychomotor aspects of students (Purwanto, 2021).

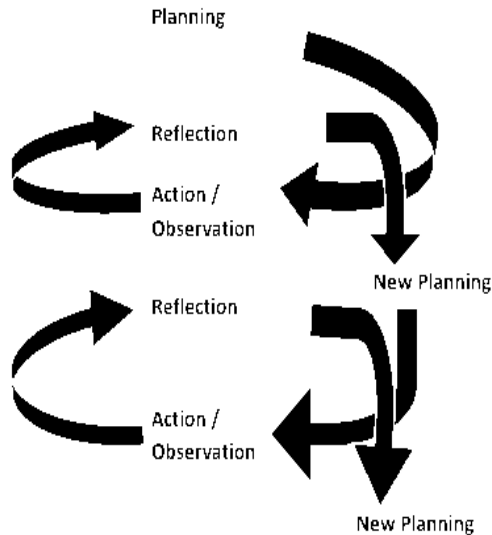
The RACVI (Reading, Analyze, Collecting data, Virtualize) learning model can increase students' learning participation in social studies subjects by linking the subject matter with real life, so that students are more active and involved in the learning process. The application of this model allows learners to connect the knowledge learned with their social and cultural context, increasing motivation and participation in social studies learning. The RACVi model is an innovative learning approach that integrates the activities of reading, analyzing, collecting data, and

visualizing learning materials in a context relevant to real life (Suryani, 2020). The syntax of the RACVi learning model is Reading, Analyze, Collecting data, Virtualize (Research & Proponents, 2022). This model is designed to increase learner engagement by providing interactive and meaningful learning experiences, and helping them understand the material more deeply. With this approach, learners not only understand the material theoretically but are also able to relate it to the social and cultural situations around them (Santosa, 2020). The RACVi learning model is a learning model that is currently still being developed by experts so there has been no research on the learning model.

Research on the RACVi learning model is important because this model is believed to optimize students' learning participation for social studies subjects with a more active and interesting approach. In the context of effective learning, learner participation plays a key role in the success of the learning process. The RACVi model which integrates various interactive methods provides opportunities for learners to be more active and collaborate during learning activities. According to previous research, the use of innovative learning models can motivate learners to be more interactive in thinking as well as interacting with the material, which ultimately optimizes learning quality (Suryani, 2020). Thus, researching the RACVi model is important to find out the extent to which this model can be applied to optimize learning participation, especially when facing educational challenges in the modern era (Rahmawati, 2021). The research objective is to optimize students' learning participation for social studies subjects from the RAVCi learning model in class VIII of SMPN 1 Garum Blitar Regency.

## B. RESEARCH METHODS

This study used a classroom action research method (PTK) with a spiral model classroom action research design.



**Figure 1 Spiral Model Classroom Action Research Design**

Classroom action research (PTK) aims to improve teaching practices through a learning cycle that includes planning, action, observation, and reflection. According to Ebbut (in Kunandar) and the Kemmis & Taggart model, PTK is carried out in stages to evaluate and improve learning outcomes (Arikunto, 2014). This research consists of 2 cycles, each cycle of which will be carried out planning, action, observation and reflection.

The primary data source is the VIII grade students of SMPN 1 Garum. While the secondary data are activities, location documentation. While data collection techniques using observation and questionnaires. Sukardi (2013) defines observation as an action or procedure for collecting facts or information using observation media. Teachers and researchers work together to make observations during the learning process. Meanwhile, this study uses a closed questionnaire, meaning that respondents only need to choose and provide their own answers because the answers have been provided (Sugiyono, 2019).

Data were collected through observation and closed questionnaires. Observation is used to record teacher and learner activities during learning (Sukardi, 2013) while questionnaires allow respondents to choose answers that have been provided (Sugiyono, 2019). The observation sheet records social studies learning activities as part of the evaluation. This study involved VIII grade students of SMPN 1 Garum as the primary data source, with activities and documentation as secondary data.

**Table 1 Lattice of Learner Participation Observation Sheet**

Concept	Aspects	Indicator	Item Number
According to (Dimyanti & Mudjiono, 2002) in (Yasminah & Sahono, 2020) participation is participation in an activity where it is carried out voluntarily, pays attention, and is involved in it.	Learners participation in receiving learning materials	Students pay attention to the explanation of the material given by the teacher	1, 2
		Learners read the material about the problem given by the teacher	3
		Learners are able to solve the problems given according to the instructions.	4
		Learners answer questions given by the teacher	14, 15
	Learners participation in group discussion activities Learners	Learners make small notes of their thoughts individually	5
		Learners with their group members communicate/discuss the problems given by	6

participation in group discussion activities	the teacher	
	Learners are able to cooperate with their group members	7, 8
	Learners give their friends the opportunity to express their opinions	11, 12
	Learners give ideas/opinions about the problem given	9, 10
	Learners ask questions to the teacher about what they have not understood	13
Learner participation in presentation	Learners write down the results of their group discussion	16
Learner participation in presentation	Learners are able to present project results from group work	17, 18
Learner participation in presentation	Learners pay attention to other groups when presenting	19
Learner participation in presentation	Learners respond to presentations from other groups	20

Based on the indicators of learning participation as reported by (Riana, 2021) shown in the following table, the researcher at the research planning stage created this questionnaire.

**Table 2. Questionnaire Grid**

Indicator		Number of Questions	Item Number	
			(+)	(-)
Presence or Attendance		2	1	2
Tasks		3	3, 5	4
Ask and Answer		3	7	6, 8
Discussion		3	10, 11	9
Search Information		2	12, 13	-
Reflecting on Self		2	14, 15	-

Data analysis in classroom action research (PTK) involves organizing and grouping data to identify themes and develop hypotheses. This process begins with reviewing data from multiple sources, such as observations and questionnaires, from the beginning of the study. According to Miles et al (2017), data collection and analysis are done interchangeably. The data analysis model by Miles and Huberman

includes three stages: data reduction, data presentation, and conclusion drawing.

Final conclusions are drawn based on the analyzed data, and their accuracy must be checked. The success of the research was assessed through: 1) Process indicators: at least 75% of students achieve adequate criteria in social studies learning; 2) Outcome indicators: learning success based on existing data.

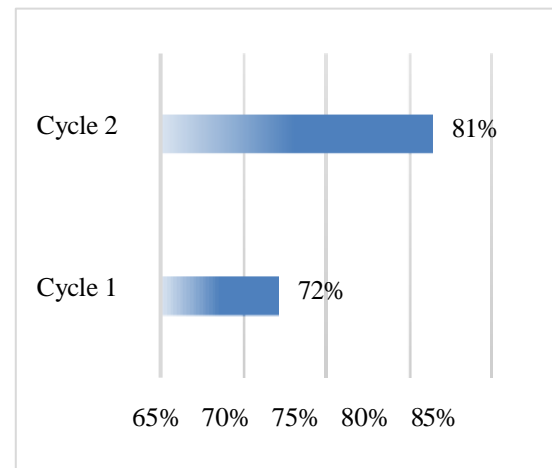
## **C. RESULT AND DISCUSSION**

Classroom Action Research (PTK) aims to determine the level of student learning participation for social studies subjects by applying the RACVi (Reading, Analyze, Collecting data, Virtualize) learning model. This research was carried out for class VIII-H SMPN Garum Blitar Regency with a total of 31 students. The research was conducted in 2 cycles, cycle 1 was carried out with 2 meetings on July 29 and August 1, 2024 with the material "Utilization of Natural Resources". Cycle 2 was also carried out with 2 meetings, namely on August 5 and 8, 2024 with the material "Human Resources".

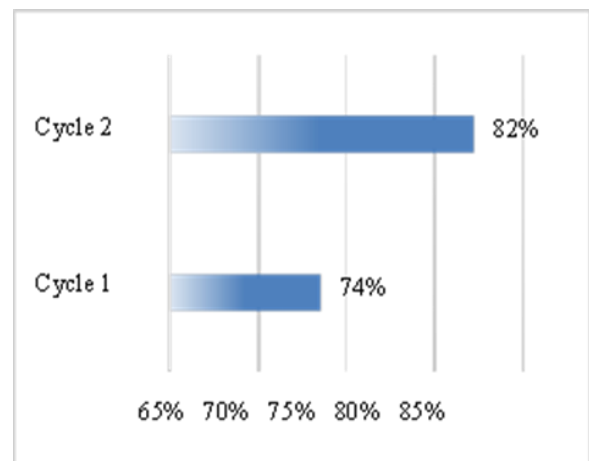
The data from this study were taken through observations and questionnaires which were processed by calculating the score of each indicator. The criteria for the

success of action in the study were determined based on the objectives and indicators that had been set previously. The success of the action can be declared achieved if it meets the indicators that have been designed, such as increasing the active participation of students or achieving a predetermined minimum value (Burhan, 2020). Success can be measured through the achievement of significant results in accordance with the research objectives, increased effectiveness or efficiency in the process under study, and the validity and reliability of the data generated. In line with the research conducted by Khotimah (2019) states if, the research carried out in the form of class action also uses structured steps, such as introducing students to problems, organizing students in learning, and evaluating the problem-solving process. Success is measured through optimizing the average value of students from cycle I to cycle II which shows a significant level. As conducted by Mashuri et al. (2020) that classroom action research (PTK) succeeded in optimizing students' learning preferences through problem-based learning methods that help students be active while learning and also improve their learning outcomes.

The success criteria for action in this study were determined if the level of student learning participation reached a score of 75% of the total number of projects given. Teaching is said to be successful as well as quality if all students or some 75% of students participate actively both physically, mentally or socially during learning activities Mulyasa (2017). The results of increasing learning participation in this study can be seen from the bar chart of observation results for figure I and questionnaire results in figure 2.



**Figure 2 Bar Chart of Learner Participation Level Based on Observation**



**Figure 3 Bar Chart of Learner Participation Level Based on Questionnaire**

Figure 2 shows that the data obtained through the application of the RACVi learning model (Reading, Analyze, Collecting data, Virtualize) through observation for cycle I states that the level of learning participation of students in class VIII-H SMPN 1 Garum is 72% so that if you refer to the findings of Mulyasa (2017) it is still not fulfilled. So that learning is carried out in cycle 2 which has increased by 9% with a student learning participation rate of 81%. Whereas in Figure 3 is a bar chart of the results of students' responses through a questionnaire which shows an increase in learning participation between cycle I and cycle II by 8%. The level of student learning participation for cycle I was obtained as

much as 74% so that if you refer to the findings made by Mulyasa (2017) it has not been fulfilled. Then learning is carried out to optimize student learning participation using the RACVi learning model for cycle II also gets an increase to 82%. It can be concluded that the RACVi learning model applied for 2 cycles in class VIII-H SMPN 1 Garum is effectively used to optimize students' learning participation.

Based on the results of research that has been carried out, researchers find that the application of the RACVi learning model is able to increase learner participation. Thus, it is seen from the learning participation of students in cycle 2, both based on observation and questionnaires. The form of learner participation is being able to solve problems in groups through discussion. In addition, they became more creative in making videos and more critical in thinking, such as taking the initiative to ask the teacher or peers. That way, students are able to draw conclusions from their findings and convey them through presentations.

### **1. Cycle 1**

In cycle 1 the implementation went through four stages, namely: planning, action, observation and reflection with the RACVi learning model using powerpoint media (PPT). In the planning stage of cycle 1, researchers and collaborators discuss to identify problems that arise during the social studies learning process to determine a more effective learning strategy (Rusman, 2019). The teacher then continues learning with conventional methods to understand the learning patterns that students are used to as a basis for improvement (Trianto, 2021). Researchers distributed questionnaires to VIII grade students to find out their interest in social studies learning that took place, so that the results could be used as a basis for

applying the RACVi learning model assisted by PowerPoint media (Arikunto, 2019). Furthermore, researchers prepare research instruments in the form of observation sheets and field notes to record activities during the learning process (Sugiyono, 2022). The lesson plan (RPP) designed with collaborators contains the steps of applying the RACVi learning model and the material to be taught to students, in order to increase student involvement and learning outcomes (Mulyasa, 2020). In the action stage, students are invited to actively pay attention to the teacher's explanation of the material to be learned as the first step of structured learning (Susanto, 2013). In addition, the teacher explains the RACVi method and its steps, which aims to build learners' understanding of the method (Trianto, 2011). In the process, learners are directed to form participant groups and observer groups, as part of a cooperative learning strategy that involves social interaction (Lie, 2010). Then, learners conduct role-playing and observation activities, followed by discussion and reflection guided by the teacher to improve learners' understanding and critical thinking skills (Mulyasa, 2012).

In the observation stage of cycle 1, observations were made of students' participation during social studies learning using PowerPoint learning media (Prastowo, 2013). This observation aims to assess the extent to which students are active in following the material presented through the media (Hamdani, 2011). In addition, observation of the teacher is also carried out to assess how the material is delivered using the RACVi method (Reading, Analyze, Collecting data, Virtualize) (Suherdi, 2016). At the same time, the classroom situation is also observed, including the atmosphere of the class, the interaction between the

teacher and the learners, and the attention of the learners to the material presented (Prastowo, 2013). This observation is important to determine the effectiveness of using PowerPoint and the RACVi method in supporting a more interactive and fun learning process (Hamdani, 2011).

Reflection in classroom action research is conducted to evaluate the effectiveness of the implementation of actions to achieve the planned learning objectives (Kemmis & McTaggart, 1998). In this study, researchers worked together with the VIII grade teacher of SMPN 1 Garum Blitar Regency to analyze the results of the action, identify obstacles, and describe matters related to the learning process using the RACVi learning model assisted by PowerPoint media (Arikunto et al., 2006). The results of the first cycle reflection showed that there were certain obstacles in the implementation of the learning model that needed to be improved in the next cycle (Sagor, 2000). Therefore, researchers and collaborators developed a new lesson plan by taking into account the shortcomings and obstacles that occurred during the implementation of learning in cycle I (Rochmad, 2012).

## **2. Cycle 2**

The planning stage in cycle II was carried out by taking into account the reflection of the research results in cycle I to improve the effectiveness of learning. The first step was a discussion between researchers and collaborators to discuss the problems that arose during the learning process in cycle I (Trianto, 2010). Furthermore, researchers prepared research instruments such as observation sheets and field notes that would be used to observe the learning process (S. Arikunto, 2019). Researchers together with collaborators also prepare learning materials and develop

Learning Implementation Plans (RPP) that are tailored to the needs of students (Mulyasa, 2013).

The implementation stage of action in cycle II in class action research aims to improve and improve the quality of learning based on reflections from cycle I. Teachers carry out learning using the Learning Implementation Plan (RPP) that has been prepared together with researchers and collaborators, so that students' learning activities can be well organized according to the methods applied (Sudjana, 2015). One of the methods used in the learning process is the method (Reading, Analyze, Collecting data, Virtualize), which aims to increase student participation in social studies learning (Isjoni, 2013). This method gives students the opportunity to actively interact with learning materials, thus creating a dynamic and effective learning atmosphere (Mulyasa, 2013).

In the observation stage, the researcher was assisted by other observers to record the learning process that took place in the classroom using the same observation guidelines as in cycle I. This observation includes several important aspects, including observation of students' participation in social studies learning as an indicator of the success of the RACVi method (Raharjo, 2023). In addition, the observation also recorded how the teacher delivered the material with the RACVi method and how the classroom situation during learning took place, including the dynamics of interaction between students and teachers (S. Arikunto, 2019). The data obtained from this observation is the basis for analyzing the effectiveness of the actions taken and as a reflection material for the next cycle (Trianto, 2010).

In the reflection stage of cycle II, the researcher analyzes the data obtained to



evaluate the effectiveness of the actions taken in that cycle (Depdiknas, 2008). The results of the reflection in cycle II are used as a comparison with cycle I to determine the increase in the success of the actions taken (Arikunto et al., 2006). If the results of the second cycle reflection show that the success criteria have not been achieved,

then modifications or changes in action are needed for the next cycle (Kemmis & McTaggart, 1998). Reflection in cycle II aims to identify the weaknesses and successes of the action so that it can design more appropriate improvement steps (Mills, 2003).

**Table 3. Learning Improvement Table Cycle 1 and 2**

<b>Aspects</b>	<b>Cycle 1</b>	<b>Cycle 2</b>	<b>Improved</b>
Planning	Initial discussion and problem identification; observation instruments and lesson plans were not maximized.	Reflection of cycle 1 results; revision of lesson plans and adjustment of methods based on the needs of students.	More organized, learning materials and strategies are more relevant to learners' needs.
Action	Learners are still not active in the method, learner engagement is still low.	Participation increases; learners are more active in discussions and group activities.	Increased engagement and understanding of the RACVi method by learners.
Observation	Low learner participation, less than optimal attention to the materials.	Improved teacher-learner interaction; More conducive classroom atmosphere and more focused learners.	Observations show the method is more effective in building a fun learning atmosphere.
Reflection	Constraints material.	Evaluation shows better results; major constraints reduced	Reflection focused more on improving strategies and techniques for delivering the material.
Learning Outcomes	Students' learning outcomes have not reached the success criteria; some students do not understand the material.	Most students reached the success criteria; better understanding of the material.	Significant improvement in learning outcomes and students' understanding of social studies learning materials.

From the above results, the following findings can be obtained:

First, Planning. Trianto (2010) emphasizes the importance of developing well-structured lesson plans that are relevant to the needs of students. In cycle 2, the improvement in planning proved to be effective because the lesson plans were

more focused on the RACVi method that actively involved students. Second, Cooperative learning methods such as RACVi can increase learner engagement, as explained by Lie (2010). In cycle 2, a more mature application of RACVi showed that student participation increased, in accordance with the results of research by

Mulyasa (2013) about the importance of interactive learning. Third, Observation as an important evaluation instrument shows that the classroom atmosphere in cycle 2 is more conducive (S. Arikunto, 2019). This is in line with (Prastowo, 2013) which states that PowerPoint media can create more interesting and interactive learning. Fourth, Reflection. Kemmis & McTaggart (1998) explains that reflection is a critical step to evaluate the success of action. Reflection in cycle 2 helps identify successes and weaknesses, enabling more effective improvement steps. Five, Learning Outcomes. According to Isjoni (2013) learning methods that involve students actively can improve learning outcomes. In cycle 2, learning outcomes showed significant improvement, proving that the RACVi method is effective in improving student understanding. Based on the table analysis and previous studies, there was a significant increase between cycle 1 and cycle 2 in all aspects of learning. This shows the effectiveness of the RACVi method assisted by PowerPoint media in improving the quality of social studies learning.

#### D. CONCLUSION

The results of classroom action research conducted in two cycles showed an increase in students' learning participation through the application of the RACVi learning model. Based on observation data, the level of learner participation in cycle 1 was recorded at 72%. After improvements were made in cycle 2, the participation rate increased to 81%. This increase indicates that the RACVi learning model is effective in encouraging the active involvement of learners during the learning process.

In addition to the observation data, the questionnaire results also showed an increasing trend in learner participation. In cycle 1, the level of learner participation

was recorded at 74%, and increased to 82% in cycle 2. This data further strengthens the finding that the RACVi learning model is able to create a more interactive learning atmosphere. It proves that the implementation of this model can support a significant increase in learner participation.

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