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# OPTIMIZATION OF IPS LEARNING WITH THE CONCEPT OF COOPERATION IN THE NEIGHBORHOOD FOR STUDENTS OF CLASS 2 MI AL-WHATANIYAH 1 JAKARTA

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**Abstract**

This research aims to analyze the effectiveness of the concept teaching model in improving social studies learning outcomes on the material of cooperation in the neighborhood environment. The researchers used the Classroom Action Research method with two cycles. The study was conducted at MI Al Wathaniyah 1 North Jakarta with 34 class 2 students as subjects. Data collection was carried out through systematic observation, in-depth interviews, documentation, and learning outcome tests. Data analysis used qualitative and quantitative descriptive techniques. The research results showed a significant increase in student learning outcomes after the implementation of the concept teaching model with classical completeness reaching 85% in cycle II. The average student learning outcomes reached 90%. In addition, the teacher's teaching activities also showed an achievement of 100%. It means that the activity shows the teacher's ability to master the class and apply the concept teaching model well. Student presentations in observing and answering worksheets or written tests also reached 85%. Therefore, this study contributes


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to the development of a more effective social studies learning methodology at the elementary education level.

**Keywords:** Concept Teaching Model, Classroom Action Research, Learning Outcomes, Social Studies, Elementary Madrasah

## INTRODUCTION

Education is a vital component in national development which plays a role as a subsystem as well as an integral part of human resource development (Sudarsana, 2015). The essence of education lies in systematic efforts to optimize the potential of students through effective learning facilitation (Djalal, 2017). In this context, educators are required to have adequate pedagogical competence, creativity, and mastery of the material to ensure that learning objectives are achieved (Rodiyah et al., 2024). Understanding the position and role of family members and the family environment is a competency set out in the Curriculum for Social Sciences (IPS) Class 2. A teacher must create learning that involves student activities to achieve the above objectives (Zein, 2016). It means that in education, teachers have a very important role in the overall learning process for students at school, and even outside of school (Ichsan et al., 2023).

Cooperation is essential for survival because without it there would be no individuals, families, organizations, or schools. Cooperation is a mutually beneficial and reciprocal behavior that involves a group of people working together to achieve a common goal (Sari et al., 2022). Much adult work is done in interdependent organizations in society, even though the culture is diverse (Setiawan, 2018). Teachers must consider cognitive, affective, and psychomotor aspects when teaching Social Studies (IPS). In the School Level Curriculum, the IPS subject aims to teach students logical and critical thinking skills, curiosity, research, problem solving, and social skills (Wulandari et al., 2023).

Social studies learning in Elementary Schools (SD) or Madrasah Ibtidaiyah (MI) has integrative characteristics that include human, environmental, temporal, socio-cultural systems, and economic aspects (Sholehuddin, 2021). This comprehensive study aims to develop conceptual understanding, critical thinking skills, social skills, and awareness of human values. However, learning approaches that emphasize memorization without constructing meaningful understanding lead to low student motivation and participation

(Lestari, 2024). The cooperative learning model itself is used as a teaching and learning strategy that emphasizes children's attitudes or behavior in carrying out an activity together by discussing and helping each other in a small group (Hasanah & Himami, 2021).

According to the results of other education experts, the cooperative learning model involves small groups of students consisting of four or five or more students, who work together to complete tasks, solve problems, or do other things to achieve common goals (Marzuki & Hakim, 2018). Based on interviews with educators and students in the research object, it was identified that there were several factors inhibiting the effectiveness of learning: (1) the dominance of monotonous lecture methods, (2) time constraints in implementing varied learning methods, (3) student resistance to collaborative learning, and (4) negative perceptions of social studies subjects as mere memorization subjects. This condition has an impact on the low questioning skills and ability to elaborate material by students.

Compared to improving the mastery of memorized concepts and knowledge, the social studies learning process places more emphasis on developing critical and creative thinking skills, problem solving, and social skills such as asking and presenting questions (Nofrion, 2018). It is as shown in the description above. As a result, students do not find that this lesson has benefits for them. Another problem with social studies learning is the low cognitive learning outcomes of students because students do not understand the material well, because teachers only record student reviews (Wibowo & Marzuki, 2015). As a result, students remain passive during the learning process. Students also do not meet the minimum learning completion criteria.

This phenomenon indicates the urgency of learning innovation that can facilitate active knowledge construction by students. The concept teaching model offers an alternative approach that emphasizes meaningful understanding and the development of high-level thinking skills (Mahanal, 2019). Through this model, social studies learning is expected to not only transfer knowledge, but also form social competence that is applicable in community life. Based on these problems, this study aims to implement a conceptual teaching model to improve social studies learning outcomes of grade II students of Madrasah Ibtidaiyah (MI), especially on the material on forms of cooperation in the neighborhood. This study is expected to provide a significant contribution to the development of a more effective and meaningful social studies learning methodology.

## METHODS

The method used in this study is action research class. Action research aims to improve the quality of efficiency of practice and learning products which are models that function to take appropriate action (Susilo et al., 2011). Educators or teachers as subjects have an important role in implementing the learning process in the classroom with their students, so that the professionalism of the teacher is used as one of the determinants of the level of success of their students. The implementation of action research in this study starts from identifying problems, planning determining actions, implementing actions, to evaluating actions. It is hoped that the problems of the educational process in the classroom can be resolved properly. The flow of implementing classroom action research is required to be understood by teachers, because it will affect the quality of learning for each student.

Observations are conducted to collect data that shows the extent to which the effectiveness of the implemented strategy has achieved the specified success criteria. Reflection is conducted when the researcher has completed the action, where the collected data is analyzed by comparing it with the specified success criteria. If the expected success criteria are met, then the strategy is proven to be able to solve problems in the classroom, but if it does not meet the specified success criteria, the researcher can review and modify the strategy.

The techniques used in this research are tests and non-tests (Sugiyono, 2019). The method of collecting test data is based on the design of the social studies learning outcome assessment tool and is divided into multiple choice questions, fill-in-the-blank questions, and essays. While the non-test data collection technique is carried out by observation and authentic assessment. Before making a test, the researcher first determines the competency standards and basic competencies according to the existing curriculum standards, and each indicator from the learning process to the learning process is identified.

Analysis of observation data during the learning process in the form of qualitative descriptions (Kusumastuti & Khoiron, 2021). When conducting observations, researchers fill out the observation form checklist that has been prepared with the help of observers. The aspects observed include the completeness of student learning outcomes, observation of student activities during the learning process using the teacher's conceptual learning model. The completeness of a student's learning outcomes is determined by the number of points determined from the questions, the number of points achieved by students divided by 100%

of the maximum number of points. Data analysis is the process of processing and interpreting data with the aim of compiling various information according to its function and providing clear understanding and meaning in accordance with the objectives of the study (Rosidah et al., 2023). It is as per the following formula: NA = Total Score Achieved x 100% Maximum Score Amount. The formula above is also used for learning completion by teachers. NA = Number of Students who obtained KKM Scores x 100% Total Number of Students.

Conceptual learning is considered to improve student learning outcomes if the final grade obtained by students is 75% or more. Conceptual instruction improves the model. In addition, researchers use data triangulation techniques, namely data validation techniques that use other methods when comparing interview results with research participants. Triangulation can be done using various techniques, including interviews, observations, and documentation (Satori & Komariah, 2017). Teachers as educators and implementers of PTK have an obligation to prepare facilities and evaluate strategies for implementing media in the learning process.

## RESULTS

### Pre-Research Data Description

This research was conducted at Madrasah Ibtidayah Al-Wathoniyah 1 Rorotan, North Jakarta. The researchers together with the class teacher involved 34 class 2 students who were used as research subjects. This class has heterogeneous characteristics in terms of students' cognitive abilities. Pre-research (pre-cycle that describes facts, data, and information on school and class objects) related to the study of practices in the learning process consists of several important elements, at least the elements of teachers and students.

Teachers at MI Al-Wathaniyah 1 are quite adequate. All teachers have a Bachelor's degree, while most have teacher certificates and sufficient teaching experience. In addition, high participation in Curriculum training indicates their commitment to professional development. Meanwhile, the composition of students in class 2 consists of a balanced number of male and female students. This condition, if not managed with the right learning strategy, can potentially hinder the creation of a conducive learning atmosphere for all students.

**Cycle 1 Description**

This classroom action research was conducted in one cycle consisting of two meetings in class IIC MI Al-Wathaniyah 1. Each meeting lasted for 35 minutes and involved 34 students. The research process included learning planning, implementation, observation, and reflection. The main objective of this study was to improve students' social studies learning outcomes through the application of the concept learning model.

1. Implementation of Cycle I Research

   Implementation of activities in cycle 1 is carried out through the stages of planning, action, observation and reflection.

   a. Planning Stage

      Before conducting classroom action research in cycle 1, the researcher first prepared an action plan. In this stage, the researcher prepared all the necessary needs before the research was carried out, including: First, the researcher conducted a curriculum analysis such as Competency Standards (SK), Basic Competencies (KD), indicators, media materials and learning evaluations. Second, the Learning Implementation Plan (RPP) which refers to the existing curriculum by determining the IPS subject as the focus of learning, and emphasizing the steps for implementing the concept teaching model, while in determining the indicators the researcher refers to Bloom's taxonomy which includes knowledge, understanding, and application. Third, the researcher prepared student worksheets and tools and materials needed in the learning process that are in accordance with the concept teaching model related to the subject matter. Fourth, the researcher used a camera to document the learning activities to be carried out.

   b. Implementation Stage

      At first, the teacher opens the lesson by greeting and inviting all students to pray. After finishing the prayer, the teacher takes attendance of the students. Next, the teacher starts the lesson by first discussing the objectives and explaining the learning materials. After providing the learning materials, the teacher motivates the students to be active and focused. Students are expected to be able to complete the tasks given by the teacher.

The implementation stage has several phases as explained below:

1) Phase 1: Presenting objectives and establishing set.

The first meeting was held. Before starting the lesson, the teacher began with greetings, praying together and taking attendance of students. In cycle 1, this first meeting began by explaining the material on cooperation in the neighborhood. Furthermore, the teacher explained the objectives of social studies learning using the concept teaching model.

2) Phase 2: Providing input of examples and nonexamples.

The teacher explains the material on forms of cooperation in the neighborhood through a concept teaching model. Students focus on paying attention. The teacher describes examples of material on forms of cooperation in the neighborhood, including cooperation in the family (helping mother cook, watering flowers, working together to clean the house, participating in community service in the neighborhood).

3) Phase 3: Testing the achievement of the concept.

The teacher tests students' understanding by giving students the opportunity and time to come forward to provide examples of forms of cooperation in the neighborhood with confidence.

4) Phase 4: Analyzing students' thinking processes.

Learning is done by the teacher asking questions to students about examples of forms of cooperation in the neighborhood. Then the teacher appoints several students to explain their opinions about the material. Among the cooperation in the family is participating in community service in cleaning the environment or doing mutual cooperation. The teacher gives students assignments to test their understanding. After that, the teacher ends the activity by giving a conclusion about the material.

c. Observation Stage

During the learning process, observers make assessments and observations during the learning process using the available observation sheets. Observers observe

students and teachers in the process of learning the material and its meaning directly. The observation is to find out things that are lacking or that need to be fixed in order to perfect the teaching and learning activities. In the implementation of the learning process in cycle 1, there are still several shortcomings in each meeting. Some incidents that occur in the learning process include: (1) Students are not focused so they do not understand the material, (2) Lack of student activity in expressing opinions, (3) Social Studies learning is still centered on the teacher, (4) Time opportunities used are very limited, and (5) Teachers have not used varied learning models. It is because teachers still use simple teaching methods, namely by only using the lecture method.

d. Reflection Stage

At this reflection stage, the researcher and observer analyze and evaluate the learning process in cycle 1. This reflection stage aims to improve and perfect the actions of cycle 1. Based on the results of the analysis in cycle 1 which was carried out with 2 meetings, the concept teaching model was in accordance with the planned procedure. The researcher felt that in cycle 1 the expected intervention results had been achieved, namely students got learning outcome scores reaching > 75% of the number of students in the class.

2. Results of Cycle 1 Action

The results of student learning in cycle 1 showed that 75% of students obtained perfect IPS scores. So it can be concluded that student learning outcomes have increased, while the results of teacher action observations in cycle 1 were 100% as seen from the results of the student teaching activity observation sheet. The teacher activity sheet was given to the observer in cycle 1. The following is a table of teacher teaching activities in cycle 1:

**Table 1. Teacher Teaching Activity Observer Sheet**

| No. | Aspects observed | Yes | No |
|---|---|---|---|
| 1. | The teacher conveys the learning objectives | √ | |
| 2. | The teacher explains examples of material on forms of cooperation in neighboring environments through conceptual teaching models. Students focus on paying attention. | √ | |
| 3. | The teacher describes examples of forms of cooperation in the neighborhood. Among them are forms of cooperation in the family (helping mother cook in the kitchen, mutual cooperation, participating in community service in the neighborhood). | √ | |
| 4. | The teacher tests students' understanding by giving students the opportunity to provide opinions about the material. The rest of the class came forward to provide examples of cooperation in the neighborhood with confidence. | √ | |
| 5. | The teacher appoints several students to explain their opinions regarding the material on the concept of cooperation, examples of forms of cooperation in the neighborhood, the benefits of cooperation in the neighborhood. The teacher gives students assignments regarding the material. | √ | |
| 6. | The teacher gives a conclusion from the material on forms of cooperation in the neighborhood environment. | √ | |

The table above shows that the teacher has carried out teaching and learning activities according to the stages in the concept teaching model with a result of 100%. It means that the teacher has succeeded in implementing the teaching model optimally as planned.

The value of student learning outcomes from the results of the concept teaching model can be seen as below:

**Table 2. Student Learning Outcome Values**

| No. | Student Name | Total | | | |
|---|---|---|---|---|---|
| | | Multiple Choice | Filling | Score | Value |
| 1 | ANP | 4 | 16 | 20 | 80 |
| 2 | AN | 5 | 20 | 25 | 100 |
| 3 | AAP | 4 | 16 | 20 | 80 |
| 4 | AK | 4 | 16 | 15 | 80 |
| 5 | ASR | 4 | 12 | 16 | 64 |
| 6 | AH | 5 | 14 | 18 | 72 |
| 7 | ARA | 5 | 10 | 15 | 60 |
| 8 | AN | 4 | 16 | 20 | 80 |
| 9 | AS | 4 | 16 | 20 | 80 |
| 10 | AM | 4 | 14 | 18 | 72 |
| 11 | AR | 5 | 14 | 18 | 72 |
| 12 | AD | 5 | 16 | 21 | 84 |
| 13 | DF | 5 | 15 | 20 | 80 |
| 14 | DM | 5 | 15 | 20 | 80 |
| 15 | FN | 4 | 12 | 16 | 64 |
| 16 | HZMFS | 5 | 14 | 19 | 76 |
| 17 | IHAMSA | 5 | 16 | 21 | 84 |
| 18 | KNMA | 5 | 18 | 23 | 92 |
| 19 | LSE | 5 | 16 | 21 | 84 |
| 20 | MFA | 4 | 14 | 18 | 68 |
| 21 | MFS | 4 | 20 | 24 | 96 |
| 22 | MSA | 4 | 18 | 22 | 88 |
| 23 | MA | 5 | 19 | 24 | 96 |
| 24 | MAY | 4 | 14 | 18 | 72 |
| 25 | MRA | 5 | 14 | 18 | 72 |
| 26 | NNA | 4 | 14 | 18 | 72 |
| 27 | RW | 4 | 18 | 22 | 88 |
| 28 | RA | 5 | 14 | 18 | 72 |
| 29 | SH | 3 | 15 | 18 | 72 |
| 30 | SARI | 5 | 20 | 25 | 100 |
| 31 | SK | 4 | 14 | 18 | 72 |
| 32 | SSA | 4 | 18 | 22 | 88 |
| 33 | SMD | 5 | 17 | 22 | 88 |
| 34 | TZN | 5 | 20 | 25 | 100 |

Looking at the results above, the learning outcomes of students in this school reached 90%, while the results of teacher action observations reached 100%. Therefore, the application of the concept teaching model in social studies learning with material examples of forms of cooperation in the neighborhood environment was successful and got satisfactory results.

## DISCUSSION

The results of the research show that the application of social studies learning with a cooperative concept approach in the neighborhood environment can improve students' understanding of the material while building positive social attitudes. Students are more active in participating in group discussions and students are able to identify social problems in the surrounding environment, as well as demonstrate behavior of mutual respect and cooperation in completing tasks (Asmara, 2019). This approach also provides contextual learning experiences that are relevant to students' daily lives, thus creating meaningful and effective learning (Rusli et al., 2021).

The application of learning based on the concept of cooperation in the neighborhood environment makes it easier for students to understand social relationships in society (Puspitasari, 2022). Students are invited to observe, analyze, and practice cooperation in real contexts, so that there is an increase in social skills and empathy. Through a collaboration-based approach in the surrounding environment, students can understand abstract concepts of social studies more concretely (Harahap et al., 2024). In addition, this learning provides a positive contribution to the achievement of student learning outcomes, both in cognitive, affective and psychomotor aspects.

## CONCLUSION

The application of the concept teaching model in social studies learning with material examples of forms of cooperation in the neighborhood environment can improve the learning outcomes of grade 2 students at MI Al Wathoniyah 1 Rorotan, North Jakarta. This can be seen from the results of the written evaluation, where in cycle 1 there were 28 students who achieved scores above the KKM, while only 6 students scored below the KKM. The average student learning outcomes reached 90%. In addition, the teacher's teaching activities observed by the observer showed an achievement of 100%, which reflects the teacher's ability to master the class and apply the concept teaching model well. The student presentation in observing and answering worksheets or written tests also reached 85%. Therefore, the application of the concept teaching model in social studies learning with material examples of forms of cooperation in the neighborhood environment is important for teachers in Indonesia because it has a positive impact on students.

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