



## Effectiveness of The Constructionist Approach on Economics Learning Achievement in Material Model Diagram Interaction of Economic Actors Class I

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### ABSTRACT

Objective study This is 1) for know Performance Study student with Which No using a constructivism approach, 2) to determine students' learning achievements using PBL Model learning, 3) to find out what exists difference on performance Study between Which No use approach constructivism by using a constructivist approach to student economics material class I This research is a quantitative research with a post test only control design design. The place used for this research was SMP N 3 Muarasipongi One Roof . The research population was 15 students from class IX, using simple random sampling techniques. Data collection technique with written tests and documentation. Class I X as an experimental class. Technique analysis data Which used For analyze data in This research is an analysis t-test statistical data. Based on test score results. Student showing post-test average score the experimental class was 80.8 and the average post-test score for the control class was 67.6. For experimental class which means good, based on the analysis results it is known that the significance level is 5% for mark  $t_{tabel}$  68 (significant level of 5% or 1% for N = 70 and dk = 68, because dk = 68 does not listed in table distribution t so taken mark 60) Mark t table of et al = 60 is 2.02 And  $t_{hitung}$  5.756 which means t count > t table, Ho is rejected and Ha is accepted. So "there is a difference Which significant between approach constructivism And besides use approach constructivism on business economics learning achievement, material on the role of economic actors among students class.

**Keywords:** Students can think critically, creatively, communicatively, honestly and responsibly.

### Introduction

Problem education And teaching is problem Which Enough complex where many factors influence it. One factor the in among them is Teacher. Teacher is component teaching Which plays an important and main role, because the success of the learning process is very important determined by factor Teacher. Success Teacher in convey material It really depends on the smooth communication interaction between the teacher and the participants his education. Failure to communicate fluently has consequences for the message given by the teacher. So in the learning process communication must be formed And processed well. According to Munandar (in Suyono And Hariyanto, 2011:207) Which state that: "learning conditioned so that capable push overall child creativity, making students active, achieving goals learning in a way effective And taking place in condition pleasant. The environmental conditions around students greatly influence creativity Which will created by student. Moment when student feel comfortable, so objective learning will be easier to achieve." So it can be concluded that the meaning of learning is an activity Which done in a way direct And independent with experience, explore, explore and obtain with

oneself by creating structures structure cognitive from experiences And interaction with environment. In Economics lessons, especially material on Interaction Diagrams of Economic Actors consists of several basic principles, functions and benefits that have been studied by learners. So students need strengthening in understanding the perpetrator economy And differentiate it. Furthermore, Completion problem Which needed in material This is Skills from participant educate For understand What just production activities Which done in activity economy, so that in accordance with procedure Which desired. Skills the Can said as understanding procedure Which mastered learners. Matter This will more This means that it is due to students' activeness in recalling knowledge beginning And treat student as man Which intelligent And own experience in learning. The description above is an ideal condition that should be applied in institution education For reach objective education, ie try bring up soul active on every student And interaction Which positive between Teacher with student. Will but on eye lesson Economy process ideal that is not yet possible materialized. Especially during this subject Economics is considered a scourge by most students. Economics assessed as a confusing subject. So students tend to passive in the learning process. Based on circumstances the so researcher wish For apply approach constructivism For overcome problems in on. According to Suyono and Hariyanto (2012: 105), "constructivism is a philosophy learning Which based premise that with reflect experience, we build, construct our understanding knowledge about world in which we live."

It is believed that the constructivism approach can foster participant activity educate And communication Which Good in class, Because in perspective constructivism, learning process implemented in class must be emphasizes 4 key components, namely: Students build their understanding themselves from the results of their learning, not because they are delivered (taught), new lesson highly dependent on previous lessons, Learning can be improved with interaction social, Assignments in Study can increase meaningfulness learning process. Emphasis and stages in constructivist learning according to Hanburi (Hamzah 2011:6) a number of aspects in relation to learning namely: Students construct learning knowledge by interacting ideas Which they have, Study become more meaningful Because student understand student strategies are more valuable, students have the opportunity to discuss and each other exchange experience and knowledge knowledge with his friend. Based on description in on, learning with approach constructivism can be a solution to fundamental problems in process learning to teach in class, so that learning achievement can do more Good. Students' intellectual abilities greatly determine students' success in learning obtain performance. For know succeed or not somebody in learning, evaluation needs to be carried out, the aim is to find out achievements students obtain after the learning process takes place. As for achievements, you can This means that the results are obtained because of the learning activities that have been carried out. According to Syah (2010: 139) "Learning achievement is the level of student success reach objective Which has set in A program". Can concluded that performance is results from something activity somebody or group Which has done, created, And pleasant heart Which obtained with road Work. Study is process change in self human And is activity Which very vital as well as happen in a way Keep going continuously. Learning achievement is an activity which is done with effort to pleasant yourself with through the process change Keep going continuously. Based on problem the in on so writer want to stage research on: "Effectiveness of the Constructivist Approach to Achievement Studying Economics using economic actor interaction diagram material for class I lessons 2023/2024".

## Research Methodology

According to Sugiyono (2018) "Research methods basically it is method scientific For get data with objective And utility certain". This research was carried out at SMP Negeri 3 Muarasipongi One Roof. This type of research is Quasi experimental research , often called pseudo research, is research that No can give control full all variable Which relevant except some of these variables. This research was carried out by dividing The group studied was divided into two groups, namely group X 1 and groups X 2 . Group X 1 is a group with other than a constructivist approach, whereas group X 2 is group Which use approach constructivism. Treatment This given during activity Study teach taking place namely on subject the role of the perpetrator economy. The researchers took samples using Cluster Random Sampling . " Cluster Random Sampling is a sampling technique where election refers in the group No individual" (Sugiyono 2018). In sample This, population shared become group or clusters. By random cluster-clusters Which required in take with process randomization. Sample in This research is class X students with the number sample 27 student with class experiment 1 amount 27 student. Data was obtained from the posttest results of 5 subjective questions (description). In This research compares learning outcomes on the role of economic actors using the PjBL Learning model and approach besides constructivism And approach constructivism. So that type analysis data Which used is technique test analysis is used to find out whether there is a difference if something characteristics are given treatments Which different.

## Results and Discussion

### *Description Results Study Learning Improvement*

This section contains data and data processing obtained from observations of student learning activities and the results of evaluations carried out in the learning process for theme 3 class IX Smp Negeri 3 Muarasipongi One

Roof. The results of observations made on the activities of class I.

**Table 1. Results Of Observations On Learning Activities Theme 3 Subtema 2 Discoveries And Their Benefits:**

No.	Student engagement in learning	CYCLE I		CYCLE II	
		The number of students	%	The number of students	%
1	Involved Active	18	60%	20	80%
2	Involved passive	9	40%	4	20%
3	No Involved	-	-	-	-
	Amount	27	100%	23	100%

### *Results Evaluation*

List of test results from cycle I, cycle II in Learning Activities Theme 3 Subtheme 2 discoveries and benefits:

No	Name Learners	Cycle I	Cycle Ii
1	Afrisal Saputra	60	80
2	Agus Sulaiman	65	80
3	Bayu Prasetyo	70	80
4	Fauzi	67	75
5	Ginda Aparisi	70	80
6	Gunawan Abdi	75	85
7	Hendra Saputra	70	80
8	Henni Wulandari	80	80
9	Ismaya Sari	75	85
10	Ismail Saleh	60	75
11	Indra Sakti Nasution	55	70
12	Yuni Saputri	60	75
13	Yenni Amanda	60	75
14	Siska Andika	50	85
15	Zainal Abidin	74	80
	<b>Mark Average</b>		
	<b>Amount % Completeness</b>	<b>62%</b>	<b>100%</b>

### *Discussion Results Study Repair Learning*

Based on the analysis of the first cycle of learning, it can be seen that 60% of all students have completed their learning completeness. So the number of students who completed was only 7 out of 15 students. By experiencing learning improvement actions in cycle I, continuing the actions in cycle II shows that there has been a satisfactory increase in learning outcomes in accordance with the desired targets.

### **Conclusion**

From the results of the learning improvements carried out, the following conclusions can be drawn: (1) In cycle I, the number of students who had achieved learning completeness was 7 people (60%) out of a total of 15 students (2) 15 students (100%) had achieved learning completeness out of a total of 15 students.

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