Original Article

The Effectiveness of Implementing the Environmental Learning Model on the Interest in Learning History of Class XII IPS Students of 16 Banda Aceh

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Abstract:

The environmental learning model refers to a learning approach that utilizes the environment as a learning resource. The environmental learning model makes it easy for teachers to integrate learning into the curriculum, so that it can increase students’ interest in learning. This research aims to determine (1) the implementation of the environmental learning model in class XII IPS students at SMA Negeri 16 Banda Aceh. (2) find out how interested class XII IPS students at SMA Negeri 16 Banda Aceh are in learning history by applying the environmental learning model. The background to the problem in this research is caused by the lack of interest in students’ learning in History subjects at school. This research uses a qualitative approach with descriptive research type. The subjects in this research were class XII IPS at SMAN 16 Banda Aceh which consisted of 10 students. The data collection techniques used were questionnaire observation and documentation. Based on the results of the observation sheet, it was found that the implementation of the environmental learning model was 90\%. And on the observation sheet to see student interest, the results were 87.5\%. Based on the results of the questionnaire, the results showed that in class XII IPS it was 79\%. These results explain that the effectiveness of implementing the environmental learning model influences the interest in studying history of class XII IPS students at SMA Negeri 16 Banda Aceh.

Keywords: Environmental learning model, Interest in Learning.
Introduction

Learning is basically an effort to direct participants in the learning process, so that they can obtain learning goals in accordance with what is expected. As a teacher, you must be able to create a varied learning model and effective methods to achieve learning goals. Apart from that, mastery of the material is very necessary in implementing the teaching and learning process or learning process. The learning process will be successful if it is supported by the teacher's ability to create teaching and learning situations or interactions. Interaction in the learning process that is interesting and fun will foster high interest in learning for students. Learning effectiveness is learning that is useful and purposeful for students which allows students to learn specific skills, knowledge and attitudes easily, pleasantly, and can complete learning objectives according to expectations (Niken & Aris, 2020:204).

Based on the definition above, it can be concluded that learning effectiveness is a condition that shows the extent to which the results are obtained after implementing the teaching and learning process. Activities that are processes and are a fundamental element in the implementation of every type and level of education. This means that success or failure in achieving educational goals really depends on the learning process experienced by students, both when they are at school and at home or in the family. Learning is a relatively long-lasting change in behavior obtained from experiences. Effectiveness is the expected final result, the process is in accordance with the plans, programs, goals that have been set. Based on the definition above, it can be concluded that learning effectiveness is a condition that shows the extent to which the results are obtained after implementing the teaching and learning process. Activities that are processes and are a fundamental element in the implementation of every type and level of education. This means that success or failure in achieving educational goals really depends on the learning process experienced by students, both when they are at school and at home or in the family. Learning is a relatively long-lasting change in behavior obtained from experiences. Effectiveness is the expected final result, the process is in accordance with the plans, programs, goals that have been set. (Masruri & Muazansyah, 2017:368).

The effectiveness of learning can be seen from student activities during learning and students’ mastery of concepts. To achieve an effective and efficient learning concept, there needs to be a reciprocal relationship between students and teachers to achieve goals together, apart from that it must also be adapted to the conditions of the school environment, facilities and infrastructure, as well as the learning media needed to help. Based on the results of observations during internship activities at SMAN 16 Banda Aceh, there are several problems that arise in the learning process, namely during the learning process students are noisy in class, they like to talk when the teacher explains the lesson, many students disturb their friends while studying, they don't take notes. Explained by the teacher. This phenomenon is a problem of interest in learning which has little impact on the learning process due to the lack of student will. If a student does not have the will to learn then the teaching and learning process will not run smoothly. The lack of interest in learning from students which is also very influential is the method or approach used by previous teachers, namely only using the lecture method assisted by power point media and guidebooks.

Students' interest in learning can be aroused by using new models in each lesson, because with new models the attraction of children to learn is even more enthusiastic. For this reason, new learning models are needed to improve the quality of the learning process.
The learning model that will be chosen is the environmental learning model which can increase students' interest in learning because this learning model is a learning model with utilize this environment as a means of learning for students. With this model students will not feel bored because the learning is carried out outside the classroom.

When carrying out a research activity, one of the things that must be considered is the limitations of the problem regarding the thing to be researched. The purpose of limiting this problem is to ensure that the research process is focused and directed. Based on the background of the problem above, this writing will be limited in terms of the object of discussion, namely the effectiveness of environmental learning models on interest in learning history. The subjects of this research were class XII IPS students at SMAN 16 Banda Aceh.

The environmental learning model is an approach or way of learning that focuses on our understanding and awareness of the natural environment around us. In history learning, the environmental learning model refers to an approach where we study and understand the relationship between historical events and the surrounding natural environment. This means we learn about how humans in history interacted with the environment, how the environment influenced historical events, and how environmental changes can affect human life.

The environmental learning model is a learning model that utilizes the environment as a learning tool for students, the environment as a learning tool for students can be optimized. The environment has a very important role as evidence that there is interaction between humans and the natural environment (Tumewu et al., 2020: 325).

Based on this explanation, the environmental learning model is a learning model that utilizes the physical and social environment as a learning resource in a historical context. This approach recognizes that learning history does not only involve written materials or oral sources, but also involves direct experience with the surrounding environment. The surrounding environment is a learning facility that can be optimized in achieving the teaching and learning process. Learning resources in this nature can further increase students' experience and understanding, this is because students' learning is not limited by partitions in the form of classroom walls. Not only that, the fact is that it is more trustworthy, because they can experience events directly and can maximize their five sensory abilities to communicate with the environment.

According to Ali in (Arini Khoiriyah, 2019:5) in a learning activity, the steps contained in the specified learning model greatly influence the course of the learning process. Therefore, educators must understand the learning steps well. The steps for the environmental learning model are as follows.

1) The teacher observes the needs of the learner's environment.
2) The teacher arranges themes and teaching materials according to the learning materials.
3) Teachers and students carry out teaching and learning activities by utilizing the surrounding environment.
4) The teacher delivers teaching material
5) Teachers include various environmental issues in teaching materials.
6) Teachers encourage students to remember their mistakes towards the environment.
7) Students carry out tests.
8) Educators and students evaluate learning activities.

Based on the description above, the author can conclude that the environmental learning model is an environment-based learning model with learning steps which include, preparing teaching themes with learning materials, discussing problems related to the environment, giving tests, and evaluating learning. If these steps are implemented, students will have more experience with the environment.

**Methods**

The approach used in this research is a qualitative approach. A qualitative approach is an approach that is oriented towards natural phenomena or symptoms. Qualitative research is basic and naturalistic in nature, and cannot be carried out in the laboratory, but in the field. *(Zuchri Abdussamad, 2021:30)*.

This type of research uses a descriptive approach. A descriptive approach is research that is intended to describe existing phenomena. This type of research is intended to provide a clear picture regarding the problem to be researched, as well as being able to explain the data systematically. It is intended to provide a clear picture of the problem being studied, namely the effectiveness of implementing the environmental learning model on the interest in learning history of class XII IPS students at SMAN 16 Banda Aceh.

The research subjects were carried out using purposive sampling technique. The selection of subjects in this research was based on students’ lack of interest in learning history. So in this research the sample was all students in class XII IPS with a total of 10 students. The research object is the thing that will be the focus in a research so that the research is more focused. The object of this research is the application of the environmental learning model to the interest in learning history of class XII IPS students at SMAN 16 Banda Aceh.

Data collection in this research is intended to obtain relevant, accurate and reliable data. The data collection techniques used in this research are:

1. Observation

Observation is a technique for collecting research data through direct observation through sensing. The researcher then makes a report based on what was seen, heard and felt during this observation *(Plantika et al. 2022:21-22)*. Through observation activities, researchers can learn about behavior and the meaning of that behavior. Thus, using observations seen from interest indicators, namely student involvement and student attention, we can measure the results of the learning process such as student behavior, the activities they are doing, and student abilities. This will be clearly visible if you carry out observations to collect data by observing student activities during the learning process. Observation is also used to find out whether the steps taken by the teacher (researcher) during the learning process are in accordance with the steps of the environmental learning model.

This observation was carried out using an observation sheet on the learning interest of class XII Social Sciences students at SMAN 16 using the environmental learning model which will be assessed by the observer. This observer sheet is useful for knowing student activities during learning using the environmental learning model.

2. Questionnaire

A questionnaire/questionnaire is a data collection method that has been carried out by providing several types of statements related to 23 research problems *(Anggy Giri et al.*
There are four answer categories in this questionnaire, namely: SS (Strongly Agree), S (Agree), TS (Disagree), STS (Strongly Disagree). In this study, researchers used a questionnaire to strengthen the results of observations, so that the increase in interest in learning that occurred during the implementation of the research became stronger. Questionnaires or questionnaires will later be distributed to students when the learning process is complete, this is useful for finding out the opinions of each student. To measure students' interest assessments, a Likert scale is used which can measure the attitudes, opinions and perceptions of a person or group of people about social phenomena which are referred to as research variable phenomena, where each respondent just needs to put a check list mark √ in the answer column which they feel is appropriate. conditions experienced by respondents. The questionnaire will contain statements developed from interest indicators, namely, feelings of enjoyment towards history subjects, interest in learning, attention in learning, and involvement in learning.

3. Documentation
Documentation is a way of searching for data regarding things or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, meeting minutes, agendas, and so on (Arikunto, 2010: 25). Documentation data in this research includes a list of names of students who will be used as research samples, photos, lesson plans and school profiles at SMAN 16 Banda Aceh.

Results
The research was conducted at SMA Negeri 16 Banda Aceh which is located in Illie village, Ulee Kareng District, Banda Aceh City, Aceh Province. Information regarding the conditions of this research location will be explained in a classified manner regarding school identity, geographical location and other matters related to SMA Negeri 16 Banda Aceh. A supportive school environment can influence students' success during the learning process at school. SMAN 16 Banda Aceh has an area of 6,952 m² where various buildings with various functions stand.

At SMAN 16 Banda Aceh there are also supporting facilities such as projectors, globes and others to facilitate learning activities. So it can be concluded that the facilities available have marked the implementation of the teaching and learning process.
SMAN 16 Banda Aceh has 125 students, consisting of 78 male students and 49 female students. Students are also divided into two majors, namely science and social studies, which have a total of 6 classes. Thus it can be concluded that the number of teachers and students is balanced so that the teaching and learning process can be carried out optimally.
The process of implementing the environmental learning model in class XII IPS SMA Negeri 16 Banda Aceh consists of several activities starting from planning activities, core activities and closing activities which end with an evaluation.

1. Planning
In planning activities, researchers prepare all the things needed during the research, including materials that will be used as data collection tools during the research. First, the researcher prepared a learning implementation plan (RPP), learning materials, evaluation, observation sheets and questionnaires. The RPP prepared is a learning implementation plan that uses an environmental learning model which contains basic competencies, learning objectives and steps for learning activities. The researcher also prepared observation sheets and questionnaires to see students' interest in studying.
history. The observation sheets and questionnaire sheets were arranged according to learning indicators.

2. Implementation of Learning

Before learning began, the researcher handed over an observation sheet to the observer to see the learning process and students' attitudes when applying the environmental learning model to history learning. Learning activities are directed by the teacher, while observers observe students in learning outside the classroom without disturbing learning activities. The application of the environmental learning model in history lessons begins with predetermined steps, namely: first, by carrying out preliminary activities, the teacher greets and takes attendance of students. Second, the teacher prepares students' psychology in starting learning activities, and directs the class leader to lead prayer. Third, the teacher provides motivation to students and conveys the learning topics that students will study and links them to previous material. The teacher also conveys learning objectives/indicators of competency achievement. Fourth, the teacher explains material regarding the political-economic structure of Indonesia during the New Order period, then the teacher gives the opportunity to ask questions if there is material that is not clear, the teacher distributes teaching material. Students study and understand the teaching material that has been given. The teacher distributes Student Worksheets (LKPD) to each group and the teacher supervises students while working on the LKPD. In the discussion process the teacher guides students in each group, providing explanations about problems that students do not understand. So that in the group discussion process students are always under the supervision and guidance of the teacher, after finishing answering, the answers are brought forward to be checked by the teacher.

3. Closing

In the closing activity, students are given the opportunity to summarize the material they have studied and provide confirmation from the teacher. The teacher then reminds students to always repeat the lessons they have learned. At the evaluation stage the teacher gives 3 essay questions which are done independently and collected before the lesson ends. Teachers and students close the lesson with prayer. The following is a discussion of the results of research conducted on class XII IPS students at SMAN 16 Banda Aceh.

Based on the results of these observations, it can be seen from the score for the implementation of the environmental learning model on the observation sheet which is 90%. Based on the percentage of observation assessments in table 3.4 (page 25) that 86-100% is in the very good criteria for implementing the Environmental Learning model for class XII IPS students at SMA Negeri 16 Banda Aceh, indicating that the steps that have been determined have been successfully implemented well. Students are actively involved in the learning process, showing high levels of participation.

1. Analysis of the Implementation of the Environmental Learning Model in class XII IPS students at SMAN 16 Banda Aceh

This research process was carried out face to face at SMA Negeri 16 Banda Aceh in class XII IPS SMA Negeri 16 Banda Aceh. This research was carried out for 90 minutes in 1 meeting. The implementation of the environmental learning model for class XII IPS students at SMAN 16 Banda Aceh begins with predetermined steps, namely, by carrying out preliminary, core and closing activities. Research in class XII IPS begins by explaining
the material "Economic policy during the New Order era". Then the students were divided into 3 groups to work on the LKPD. The groups were distributed randomly by the teacher. After students complete the LKPD, the teacher invites students to present the results of their discussion. During the presentation, other groups ask questions to the group that explain the results of their discussion, until the entire group has finished their presentation.

After the presentation was finished, the teacher gave appreciation to each group, and the teacher gave students the opportunity to conclude the learning material regarding the new order economic policy. Then the teacher summarizes today's learning and provides an evaluation in the form of 3 questions. Then the teacher provides reflection to students, as well Tell students the topics that will be discussed next week.

While the learning is taking place, the observer makes observations using an observation sheet to observe whether the researcher's activities are in accordance with the steps of the learning model. It was found that 90% of the observation results on the implementation of the environmental learning model were categorized as very good, this is in accordance with Purwanto (2020) on page 25. Thus it can be concluded that the implementation of the environmental learning model is in line with the learning syntax contained in the teaching module, activities run smoothly so that said to be a success.

Observations were carried out to see student involvement and attention of class XII IPS students during learning from the beginning to the end of the lesson. The observation sheet is filled in directly by the observer.

Based on the results of these observations, it can be seen from the student activity scores on the observation sheet that the total is 87.5%. Based on the percentage of student observation assessments in table 3.4 (page 25) that 86-100% are in the very good criteria, the results of observations in class XII IPS regarding students' interest in learning are declared very good and in accordance with the steps when implementing the environmental learning model. So it can be concluded that the application of the environmental learning model is said to be successful.

Apart from relying on observation data, we can also use questionnaire data to obtain information about student interests. To collect data related to student interest in implementing the environmental learning model for class XII IPS students. There were 10 students who received the questionnaire. Questionnaire data was obtained directly by distributing a questionnaire to students containing 20 statements with with 4 answer choices measured using a Likert scale with four answer choices, namely SS (Strongly Agree), S (Agree), TS (Disagree), STS (Strongly Disagree). The questionnaire consists of 20 statements arranged based on the type of questionnaire that are filled in through the guidance of researchers and teachers in class, so that students truly understand the purpose and purpose of giving the questionnaire. There are some students who sometimes ask the teacher things that are not clear from the questionnaire.

2. Analysis of Student Interest in the Application of the Environmental Learning Model

The application of the environmental learning model in history subjects at SMAN 16 Banda Aceh, gained student interest with an average score that was classified as very good. Then, after carrying out the environmental learning learning model implemented at SMAN 16 Banda Aceh, the observation results in class The result was 18.14% with student interest strongly agreeing and student interest agreeing with the result being 53.43%, then student interest disagreeing at 22.55% and student interest strongly disagreeing at 5.88%. The application of the environmental learning model in history subjects at SMAN 16
Banda Aceh received a total percentage of 79% in the good category. This is in accordance with the theory of Arikunto (2013) which is contained in table 3.5 on (page 25). Based on Arikunto’s theory in table 3.5 (page 26) it states that a score of 61-80 is good criteria. Based on this discussion, it can be concluded that the environmental learning model has been successfully implemented to increase student interest.

As seen in the explanation above, it can be seen that the maximum score for student interest is 630, where the maximum score is obtained from the answers to students' statements: Strongly Agree (SS), Agree (S), Disagree (TS), Strongly Disagree (STS). So it can be concluded that students' interest in implementing environmental learning models is good.

The results of this research are in line with research by Arini Khoiriyah (2019) and Zulkifli (2021), basically this research both has an impact or effect on learning at the knowledge (cognitive) level. Then the novelty of this research lies in the research subject, because there is integration of actual context, namely linking history learning topics with current events or issues, so that students can understand their impact in everyday life.

**Conclusion**

Based on the research results from the discussion that the researcher has described regarding the effectiveness of implementing the environmental learning model on the interest in learning history of class XII IPS students at SMAN 16 Banda Aceh, the following conclusions can be drawn from this research:

1. Implementation of the Environmental Learning model for class XII IPS students at SMA Negeri 16 Banda Aceh, shows that the steps that have been determined have been successfully implemented well. This can be proven through the results of observations in class XII IPS in the implementation of learning which was 90% in the very good category.

2. Students' interest in learning history regarding the effectiveness of implementing the environmental learning model is included in the very good category. This can be seen from the student behavior shown during the learning process, where students feel happy, interested and attentive when participating in ongoing learning and increase interest with the environmental learning model. Based on the results of these observations, it can be seen from the student activity scores on the observation sheet that the total is 87.5%. And also from the results of the questionnaire distributed, more students agreed with the answer choices "agree" and "strongly agree" than the other answer choices, where the "agree" choice got a percentage of 79%, which means very good.

**Suggestion**

Based on the results of the research and discussion that the researcher has described previously, the suggestions for this research are as follows:

1. For schools, learning history using the environmental learning model is one way to increase students' interest in learning history lessons at school.

2. To teachers, history subject teachers can innovate and attract students' attention to learning by implementing various more impressive models.

3. Future researchers are advised to try researching the environmental learning model again.
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