Activity and Mastery of Learning Materials Through the Application of the Learning Model

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Abstract —**This study uses a quantitative approach with a descriptive observational method that works to see the increase in student activity and mastery of material. Data collection uses observational assessment, documentation and reference studies on learning. The results of the study show that the activeness in learning is first, the activeness of reason is all student activities in the form of hearing and vision that must continue to be active or activated to solve problems, whether they are asked to weigh, formulate opinions and make decisions in the learning process through group discussion activities. Second, the activeness of memory is that during the discussion process in the learning process in class, students must actively accept the lesson materials presented which thematically the material has been delivered by the group of material presenters who have had their turn to perform, showing the level of student activity is very good, both of which have an average percentage. -average 89. The results of observations and assessments in the focus of this study, the researchers used the first two assessments by measuring the competence of mastery of the material without using a learning model approach, showing the average mastery of student material is 68, this also has a fairly good category assessment, but when treated by using the learning model approach of spider webs and walking sticks in discussion activities, it is more lively and even has an impact on the level of mastery of learning material mastered by students showing an average of 90, this indicates a very good category of mastery of the material possessed by students. The results of the competency mastery of student material based on discussion activities that have been carried out in learning in the lecture class show an increase in the competence of mastering student material well, this is based on observations and assessments made by researchers in learning activities.**

Keywords: Activeness, Mastery and Application of Learning Model.

I. INTRODUCTION

Activities in the world of education are closely related to learning and teaching. Learning is a process of effort by a person to obtain a new behavior change as a whole, as a result of his own experience in interaction with his environment according to Slameto (2010). Furthermore, according to Nasution S. (2011). Learning is an activity that brings changes to individuals who learn behaviorally. According to Wina Sanjaya (2006) learning is a process of changing behavior as a result of experience and practice. It can be understood that learning is a process of behavior change caused by the learning process in the classroom both in terms of experience and training experienced by students. While teaching is a process of interaction between teachers and students or lecturers with students, where educators

expect students to be able to master the knowledge, skills and attitudes within themselves. An educator is responsible for the implementation of the learning process in accordance with the set learning achievement targets. In the implementation of learning, learning activities should be carried out interactively, fun, challenging, motivating to participate actively for all students or students if education is carried out in a campus environment, and provide sufficient space for all students to be creative. Then such learning activities will bring up the level of activeness of all students in learning activities, both directly and indirectly will affect the students themselves on their academic abilities. According to Oemar Hamalik (2008), active learning can be seen from involvement in various teaching and learning processes, expressed as follows; 1). visual activities such as reading, observing experiments, and demonstrations. This means that visible learning activities can be exemplified in lecture activities such as discussion-question-answer activities and presentations in discussing learning materials packaged in active learning activities included in this point. 2). Oral activities such as stating a fact, connecting an event, asking questions, giving suggestions, expressing opinions, interviews, discussions, and interruptions. It is clear from these oral activities that active learning activities are more visible because students are able to express their opinions orally, such as in reporting group assignments, for example in the form of presentations. 3). listening activities such as listening to descriptions and discussion conversations. This section is also an active activity carried out by students in an effort to capture the discussion of the material presented. 4). writing activities such as writing job descriptions and task reports. This is clearly an activity that can be seen from the responsibility in learning. Looking at the four types of activities above, it can be understood that activeness in the learning process in the world of education or on campus is an activity that can be seen from the entire discussion forum, both from active questioning and being able to divide tasks and roles in their task activities and being able to sustain the learning process properly is part of learning activity. But by definition this visible activity is a form of activity that complements each other or cannot be separated. Why is that, because in one activity of discussing learning material, this fourth activity as it progresses will definitely be carried out by students or students to try to understand the material presented. one of which describes the level of student activity in interactions between students and teachers and between students and other students, the author interprets the activity (referring to several theories) on campus as follows.

Based on the chart above, it can be explained that the lecturer interacts with the students, then students interact with each other to learn actively. So active learning will always be seen in lecture activities on campus either in one direction or more. Judging from the descriptive activity, it can be stated in Blomm's taxonomy, namely the description of affective goals which is part and was first developed by Krathwohl (1964) in Nana Sudjana, (2004) stated as follows: a). receive (receive), b). responding (responding), c). assessing (valuing), and d). organize (organization). The four stages of affective aspects above are steps that can be used to measure student attitudes in learning, this is more broadly described in the affective domain used as a basis for measuring activity in learning.

While mastery competence is part of personality competence, material mastery competence is a must for students to become professional candidates in their profession. In this case, students who have an educational background because they are prepared will become professional teachers in their profession. So with this in the learning process there needs to be ways and strategies to maximize a student's abilities. For example, a student's ability to be stimulated by a certain strategy is expected to affect the knowledge and mastery of the teaching material being studied. Mastery competence is the first competence and most determines the success of learning. What's more, competence is related to the social science cluster, which most people consider the material in the social science class to be a way to master the material by rote. In an effort to remove the stigma that seems to need to be opened a good understanding, in an effort to get a good learning process regardless of the scientific discipline, it takes seriousness and strategies to master the material knowledge.

The measure of mastery competence against those who are mastered requires competency tests in various forms, for example answering questions and doing various tasks from what has been read, such as material mastery competencies. The purpose of this mastery competence for a prospective teacher must be able to manage themselves in mastering teaching material, with good mastery of the material it will be possible for the teacher to later identify and sort the subject matter into parts, from the easiest to the most difficult with a variety of choices of ways. , media and better stages that are part of the ways and strategies in learning. What's more, the labeling that teacher B has mastered the teaching materials means that he correctly understands the body of knowledge being taught; can sort out the anatomy of teaching materials, including identifying the weaknesses and strengths of the discussion of the material. In fact, it is not uncommon for teachers to be unable to distinguish between plates as media and rice as material in the learning examples. For example, the teacher teaches material about "maps" using streamed paper as the media. Teachers who do not master the material sometimes do not lead children to how to read maps, and recognize and utilize map elements. Not infrequently the teacher only makes children engrossed in drawing, while the main material is not mastered by the child. This is the same as students who are not fed rice, but are told to eat their plates.

This kind of problem often occurs in schools, without much being realized by school administrators and teachers. Most school administrators simply trust teachers just because they are undergraduates, especially if a graduate from a teacher training major/programme has good accreditation, they will believe one hundred percent. In fact, one's scholarship often cannot be used as a guarantee that a teacher really masters the material being taught. Moreover, the subject matter has recently experienced an increase in the weight of the material which is heavier than before. It is hoped that things like that will happen again over time and can be eliminated because all teachers have the same competence in mastering learning materials.

To answer the above problems, a solution is needed. One solution so that learning is interesting and has an impact on the level of activity and mastery of the material both from students is to use a learning method. The learning model is a teaching plan that describes the process that is taken in the teaching and learning process in order to achieve specific changes in student behavior as expected. Thus, judging from the two notions of the teaching model, it can be concluded that the learning model is a process or method created to convey information to students in order to achieve a change as expected. Muhammad Sardiman (2007), revealed that the characteristics of the learning model itself are logical theoretical rationales compiled by the creators or developers, the rationale for what and how students learn, the teaching behavior needed so that the model can be implemented successfully, a learning environment that is conducive to learning. needed so that learning objectives can be achieved.

The purpose of this study was to determine the activity and to determine the mastery of learning materials through the application of learning models. So that it becomes a reference material in the learning that will be carried out.

II. METHODOLOGY

This research is a type of quantitative research that uses a descriptive research approach in accordance with the opinion of Sugiyono (2009) using a descriptive quantitative approach in order to describe what is being studied. In this study, through direct observation of the implementation of learning which serves to see the level of activity and mastery of student learning materials through the application of learning models in the classroom. Collecting data using questionnaires, observations, documentation and reference studies related to the application of the learning model.

III. RESULT AND DISCUSSION

1. Activity Level

A. Activeness of Emotion and Intellect

In the learning process, students should always try to love what they will and have learned in lectures, and be happy, happy, brave and calm when learning takes place. In the activities of the teaching and learning process, the mind must always be active to always be able to take the initiative or draw conclusions. Therefore, all learning processes must shape the minds of all students to be able to stimulate their thinking concepts

B. Memory Activity

At the time of study, students must be active in receiving the learning material presented by the lecturer and try to store it in the brain, then be able to rephrase it theoretically and memory will function to manage knowledge in the form of self-intelligence in explaining it.

C. Physical Activity

It was found that student activity in learning, for example, expressed opinions in discussion forums in lectures, in which there were several learning process activities such as asking questions, issuing opinions, or suggestions and so on. If in the learning process a discussion is held, it will develop the potential of students so that students are more critical and creative in discussing

2. Learning Class Data

Class	Gender		Number of participants Educate
	M	F	
Class Pancasila	25	10	35
Class Civics	20	11	31
Class Political History	22	12	34
Class History Education	23	12	35
Class Constitutions state Indonesian	17	16	33
Class practice history writing	18	5	23
Amount	125	66	191

To determine student activity, the researchers distributed questionnaires to a sample of 24 students. as many as 12 question items with the following conditions:

1). For a score of 4 alternative answers Very Good

2). For a score of 3 alternative answers Good

3). For a score of 2 alternative answers, Good Enough

4). For a score of 1 alternative answer is not good

3. Interval of Student Activity Level Assessment Criteria

Average	Interval	Quality	Criteria
	85 – upward	Very Good	
	70 – 84	Good	
	55 – 69	Good Enough	
	downward – 54	Not Good	

4. Criteria for Assessment of Mastery of Learning Materials

Good

Complete and clear answer, student are able to explain dacts and nomina and relate the cause and effect of events.

Deficient

Complete and unsclear answers, students are able to explain facts and nomina and connect cause and effect events guite well.

Minus

Answer are incomplete and uclear, student are able to explain fact and nomina relate the cause and effect of events poorly.

1. Increased Activity

Research on increasing student activity in learning is carried out in the implementation of learning on campus by observing / observing researchers on the implementation of learning by forming discussion groups into 6 groups each class consisting of each group of 5 students by applying the development of a simple learning model. The approach to developing a webbed model with a walking stick by creating a network in discussing discussion material, especially each discussion participant is given the opportunity to express opinions by showing the walking stick model approach technique, with this approach the discussion participants will link the material they understand with the material being discussed. by limiting material based on group material. Increased activity here is activity / activity or everything that is done or activities that occur both physically and non-physically from all students in the learning class.

Activeness in the learning process can stimulate and develop their talents, especially the talents seen in active student activities to train themselves to think critically, and to be able to solve problems in group discussions in expressing opinions. Besides that, educators can also engineer the learning system systematically, so as to stimulate the activeness of students in the learning process. Activity is influenced by several factors: 1). provide motivation or attract attention, so that students play an active role in learning discussions, 2). explain instructional objectives (basic skills to discussion participants), 3). reminding the learning competence, 4). provide instructions on how to learn, 5). provide a stimulus (problem, topic, concept problem to be studied, 6). raises activity and participation in learning activities, 7). provide feedback, 8). do bills of duty or evaluation, and 9). conclude each material at the end of the lesson

Increasing student activity here is an active learning activity. Students actively use their brains both to find the main idea of group discussion material in class learning, solve problems or apply what is given and presented. Student activity is intended to optimize the use of all their potential, so that all students can achieve a satisfactory level of mastery of learning materials in accordance with their personal characteristics. In order to increase student activity maximally, it is necessary to have various steps that must be prepared in learning, namely learning by using treatment so that learning shows maximum results.

A. Activity Before Treatment

TABLE I. ACTIVITY RATING INTERVAL

Average	Interval	Quality	Criteria
67	85 – Top	Very Good	Good Enough
	70 – 84	Good	
	55 – 69	Good Enough	
	Down – 54	Not Good	

In an effort to measure the level of student activity in learning the researchers also carried out the steps in measuring it; First, the discussion activity was carried out with the usual system without a learning model approach. It showed that the level of student activity had an average of 67 indicating a fairly active category from the observations of researchers using an assessment list. With the category of student learning activities in the implementation of discussions without using the existing learning model approach only shows a sufficient category, this shows that the level of student activity in learning has not been maximized, it is necessary to have a learning model used in

learning so that learning activities increase from students involved in discussions

The second stage, the researcher explained before carrying out the learning with a learning model approach regarding the procedure for implementing this learning, before carrying out group discussion activities by first treating the first 3 groups of performers as groups without treatment so as to show the results of learning activities that were categorized as sufficient for the level of student activity in the implementation. learning in class either in the form of asking or responding to various questions that arise when the discussion is carried out in learning

B. Activity After Treatment

TABLE 2. ACTIVITY RATING INTERVAL

Average	Interval	Quality	Criteria
89	85 –Top	Very Good	Very Good
	70 – 84	Good	
	55 – 69	Good Enough	
	down – 54	Not Good	

In this case, the focus of research on activity after treatment is a learning activity that seeks to stimulate all the senses that exist in students in the learning process so that this is an effort for students to gain learning experiences in their active activities. Activity in learning is first, active mind is all student activities in the form of hearing and vision that must continue to be active or activated to solve problems, whether asked to weigh, formulate opinions and make decisions in the learning process through group discussion activities. Second, the activeness of memory is that during the discussion process in the learning process in class students must actively accept the subject matter presented which thematically the material has been delivered by the group of material presenters who have been able to turn for their appearance showing a very good level of student activity, namely having an average percentage an average of 89. From the results of research on treatment in the learning process, it shows an increase in student activity in the involvement of the learning process in the classroom after using the existing learning model approach in discussing learning materials

Competence Student activity here is the ability of student memory in the student's effort to capture various exposures to material themes which are then managed by their ideas or processed in the form of understanding and knowledge expressed in the form of opinions in discussion activities so that they will form experiences in the learning process, meaningful experiences that have been carried out by students are then stored in the brain which becomes student knowledge. Then at some point students are ready and able to re-express their knowledge in the various activities they do. This can also occur in the experience of students expressing ideas in various scientific forums or in expressing ideas, it can also occur in the role of professional work that they will pursue later, experience and ability to carry out complex thought processes are supported by their intellect through statements or expressing ideas in solving problems so that useful for his work. Expression of this idea can be realized through discussion activities, conducting experiments, or through the discovery process through such activities, the level of cognitive ability achieved is better and higher than

just sensing, let alone sensing that is done just listening without us. directly involved in problem solving

Student activity here is also closely related to the concept of thinking critically, rationally and creatively in responding to issues raised in questions in learning discussions, both actively and responsibly participating, and acting intelligently in discussion activities.

The active competence described in this illustration is the active learning carried out by students in discussing learning material through discussion forums in lectures on campus. According to the Big Indonesian Dictionary, active is active (working, trying), while activeness is a condition or thing where a person is active in activities. Learning is the process of changing behavior towards a better and relatively permanent, and shown in various forms such as changes in knowledge, understanding, attitudes, behavior, skills, skills, habits, and changes in other aspects that exist in individuals who learn.

Based on the theory of activity and learning, student activity is described as a condition where students are active in learning which is carried out by students in the lecture class in discussing lecture material. Active learning can be seen from involvement in various teaching and learning processes such as listening to lecturers' explanations, discussions, making individual and group assignment reports. But in this case the observation of student activity is everything student involvement in the implementation of learning in class through discussion forums in involving themselves in learning activities. One of them is the activeness of students' oral activities in discussion activities such as presenting a fact, connecting an incident, asking questions, giving suggestions, expressing opinions, interviews, discussions, and interruptions. It is clear from these oral activities that more active learning activities are seen because students or students are able to express opinions orally, such as in reporting group assignments, for example in the form of presentations. As well as the second example of listening activities such as listening to descriptions and discussion conversations. This section is also an active activity carried out by students in an effort to capture the discussion of the material presented in class learning activities, but this is not the focus of observation but what is the focus of observation is expressing opinions verbally carried out by students by displaying correct facts and data in discuss discussing learning material in class

Seeing the active activities of students in learning here, it can be understood that activeness in the learning process in the classroom on campus is an activity that can be seen from the entire discussion forum, both from active questioning and being able to share tasks and roles in their task activities and being able to sustain the learning process properly is part of active learning. But in general, this visible activity is a form of activity that complements each other or cannot be separated in the learning process in the classroom that is able to carry out its roles and functions well in discussion forum activities.

2. Material Mastery

The implementation or learning strategy implemented in the focus of this research is to use two approaches to the learning model of spider webs and walking sticks. The spider web learning model is used to approach the learning material

that will be discussed so that it can be interesting because it is displayed similar to the thematic system in social studies material. While the walking stick learning model approach is to arouse student activity in involvement in learning through a discussion approach. The implementation of learning is carried out online and face-to-face, with the same implementation strategy between online and face-to-face. The course of learning activities through discussion strategies was initially the lecturer as a facilitator dividing the material in groups into 5 groups. The tasks and roles in discussing the discussion material are explained, the discussion activities are presented with the material and questions are opened, guided by the group who gets their turn to present the discussion material. The group reminds the conditions for the implementation of the discussion according to the signs requested by the lecturer and becomes a mutual agreement. With the mutually agreed terms, it can run well, so the observation of the discussion can be carried out properly and maximally

Based on the assessments and observations in the focus of this research, the researchers used the first two assessments by measuring the competence of mastery of the material without using a learning model approach, showing that the average student mastery of the material was 68, this also had a categorical assessment of less, but when treated with using a spider web and walking stick learning model approach in discussion activities is more lively and even has an impact on the level of mastery of learning material mastered by students showing an average of 90, this shows a very good category of material mastery owned by students, this is shown in the table below:

Students are able to actively with their senses both in asking and responding to discussion material well and student are able to explain discussion material completely and clearly by displaying fact and date and studens can relate the cause and effect of events well in a concrete manner based on sharing refences that student make read and understand

The results of the student's material mastery competence based on discussion activities that have been carried out in learning in the lecture class show an increase in student's material mastery competence well, this is based on observations and assessments made by researchers in learning activities on material mastery measured including aspects of remembering (C1), understanding (C2) and applications (C3), as follows: 1). Knowledge of rote (Knowledge), The scope of rote knowledge includes factual knowledge, in addition to knowledge of things that need to be recalled such as boundaries, terminology, concepts and so on showing a very good assessment of student competence, 2). Comprehension. There are three generally accepted understandings, namely: (a) Understanding of translation, namely the ability to understand the meaning contained in it also shows students also have very good abilities, and (b). Understanding interpretation and analysis is like understanding and connecting two different concepts. (c) Understanding extrapolation and analysis, namely the ability to see behind what is written, implied and explicit, enlivening something or expanding horizons also shows good competencies possessed by all students, and 3). Application, application learning outcomes are the ability to apply and abstract a concept, idea, and formulate showing student competence is also very good

The competence of mastery of the material above is the entire material displayed or expressed by students delivered in facts and correct data based on the chronology of events in it. Furthermore, the material is able to be displayed in an attractive manner based on the good knowledge and understanding possessed by students in class activities.

Mastery competence is part of the personality competencies possessed by students. Material mastery competence is a must-have for students who have an educational background and will prepare their level of education because this becomes the academic competence of students. Furthermore, students will also prepare themselves as professionals in their profession later. So with this in the learning process there needs to be ways and strategies to maximize the abilities of a student. For example, by stimulating students' abilities with certain strategies, it is hoped that they will affect the knowledge and mastery of the teaching material being studied

The competence of mastery of learning materials must be possessed and able to be displayed well by students both in the learning process in lectures and other activities outside the campus, which are also non-academic abilities to support a student's abilities well. Returning to the competence of mastering the material is the first and most decisive competence for student learning success

The measure of mastery competence against those who are mastered requires competency tests in various forms, for example answering questions and doing various tasks from what has been read. The purpose of this mastery competence for a student is a necessity to complete his studies so that students are able to manage themselves in mastering the competence of teaching materials by means of good mastery of the material so that later students will also be able to identify and sort learning materials into parts from the easiest to the most difficult. The hardest thing is with a variety of choices, both by using media and better stages which are part of the ways and strategies in learning, all of which are done in learning activities in this lecture.

IV. CONCLUSIONS

The assessment of activeness was quite good at the beginning of the tests carried out, but after being given treatment it became very good, as well as followed by student assessments, namely in the good category. So with this in the learning process there needs to be ways and strategies to maximize the abilities of a student. For example, the way students' abilities are stimulated with certain strategies is expected to affect the knowledge and mastery of the teaching material being studied.

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