Enhancing Student Achievement through Implementing Round Club Model in Social Ecology Course

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Abstract

This study aims to enhance student achievement through implementing Round Club Model in Social Ecology Course. This classroom action research was conducted for 33 students at study program of social science education in Universitas Negeri Jakarta in Indonesia. Application of Round Club Model in two cycles consists of student grouping, environmental problems to be discussed, solving environmental problems, constructing alternatives solution of the environmental problems related to the root causes of environmental problems faced, impacts towards environment, anticipation of the environmental impact, and environmentally preventive action for the future. Findings confirmed that student achievement improvement in cycle 1 and 2 attained 58.4 and 80.3, respectively. It can be concluded that application of Round Club Model in Social Ecology Course can enhance student achievement at study program of social science education in Universitas Negeri Jakarta in Indonesia.

Keywords: student achievement, Round Club Model, Social Ecology Course

1. Introduction

According to Indonesia Republic Constitution Number 30 about National Education System, National education in Indonesia functions to improve competences with the purpose of developing student potencies to have knowledge, capability, creativity, independence, and responsibility. Teacher expectation was associated with student achievement (Gentrup, Lorenz, Kristen, & Kogan, 2020; Wang, Davies, Meissel, 2020). Success expectation can improve student achievement (Pinquart & Ebeling, 2020). There is relationship between teacher practices and student academic growth (Reddy, Hua, Dudek, Kettler, & Crouse, 2019; Bakar, 2018). Satisfying natural curiosity of individuals, enhancing environmental awareness, and strengthening visitor’s pro-conservation values stimulate environmental education (Arsenijevic & Bohanec, 2014; Safitri, Umasih, Yunaz, Marini, & Wahyudi, 2019; Safitri, Yunaz, Umasih., Marini, & Wahyudi, 2019). Applying environmental education as the foundation do not have a detrimental effect on environment (Safitri, Umasih, Ibrahim, Sujarwo, Marini, & Wahyudi, 2019; Safitri, Nuraini, Rihatno, Kaban, Marini, & Wahyudi, 2020; Safitri, Budiaman, Rahmayanti, Marini, Wahyudi, 2020). However, most of previous studies has not emphasized on student achievement which can be improved through implementation of round club model.

2. Method

This classroom action research consisted of planning, acting, observing, and reflecting steps in the spiral model by Kemmis and McTaggart to improve achievement for 33 students at study program of social science education in Universitas Negeri Jakarta in Indonesia. In planning step, plan is made associated with application of round club model in Social Ecology course. In acting step, application of round club model in Social Ecology course in two cycles consists of student grouping, environmental problems to be discussed, solving
environmental problems, constructing alternatives solution of the environmental problems related to the root causes of environmental problems faced, impacts towards environment, anticipation of the environmental impact, and environmentally preventive action for the future. In observing step, student achievement is related to the written test about forest fire, global warming, ozon depletion, air pollution, urban problems, mangrove forest damage, coastal erosion, and flooding was measured due to the effect of round club model application. In reflection step, evaluation was made related to the success of student achievement caused by implementation of round club model in Social Ecology course and this research was continued to the next cycle if the target of student achievement improvement determined 80% not achieved. The cycle done in this research can be seen in Figure 1.

3. Results and Discussion

In planning step, lesson plan using round club model in Social Ecology course was made. In this step, some topics related to environmental problems were prepared to be discussed in each group of students. In acting step, the class were divided into 6 groups. In order that the group was cohesive, each group consisted of heterogeneous students in terms of gender and character skills. At the end of the class, each group was asked to submit the report of group discussions in the form of paper and powerpoint slides. In groups, the students worked together to help each other construct the concept of alternatives solution of the environmental problems related to the root causes of environmental problems faced, impacts towards environment, anticipation of the environmental impact, and environmentally preventive action for the future. Each group member got the chance to make their contribution to give alternative solution of the environmental problems given and listened to the views and thoughts of other members about the way to face environmental problems. Each group got the opportunity to make their contribution in class. When a group presented the results of alternatives solution of the environmental problems related to the root causes of environmental problems faced, impacts towards environment, anticipation of the environmental impact, and environmentally preventive action for the future, other groups asked more questions and give comments to get better results. The groups took turns to make presentations, while other groups gave responses or thoughts to find the best solution of the environmental problems faced. This activity was continuously carried out until the last group in a clockwise direction. Doing this activity, the student understanding and creative thinking skills about solving environmental problems were improved.
In observing step, student achievement connected with understanding about the environmental problems related to the root causes of environmental problems faced, impacts towards environment, anticipation of the environmental impact, and environmentally preventive action for the future specifically for the forest fire, global warming, ozon depletion, air pollution, urban problems, mangrove forest damage, coastal erosion, and flooding was recorded.

In reflection step, evaluation was conducted to measure the success of student achievement caused by application of round club model in Social Ecology course. In cycle 1 and 2 the student achievement related to environmental problems specifically for forest fire, global warming, ozon depletion, air pollution, urban problems, mangrove forest damage, coastal erosion, and flooding reached 58.4% and 80.3%. Due to the percentage of student achievement in cycle 2 has been more than the target, so this research was stopped in cycle 2.

4. Conclusion
The conclusion of this research is that application of round club model in Social Ecology course can improve the achievement for 33 students at study program of social science education in Universitas Negeri Jakarta in Indonesia.

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References
[1] Indonesia Republic President 2003 Indonesia Republic Constitution No. 30 about
National Education System pp 1–33


