IMPLEMENTATION OF THE SELF ORGANIZED LEARNING ENVIRONMENT (SOLE) MODEL IN AN EFFORT TO INCREASE CREATIVITY IN LEARNING OUTCOMES IN CLASS VIII C CIVICS LEARNING AT SMP NEGERI 28 SAMARINDA

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Informasi artikel	:	ABSTRACT

The purpose of this study was to determine the application of the sole model which will help in increasing creativity in the learning outcomes of class VIII C students at SMP Negeri 28 Samarinda. This researcher uses the type of classroom action research (CAR). This research was conducted from January to February 2022. The observation procedure used 2 cycles, namely Cycle I and Cycle II which contained planning, implementation of actions, observations and reflections. Data collection techniques using observation, interviews, documentation and written tests. The analysis technique uses an interactive model qualitative data technique from Miles and Huberman. The validity of the data using data triangulation. The results of the study indicate that there is an increase in creativity in Civics learning outcomes through the SOLE learning model for class VIII C students at SMP Negeri 28 Samarinda. What are the obstacles faced by teachers in increasing creativity in Civics learning outcomes through the SOLE learning model for class VIIIC students at SMP Negeri 28 Samarinda and what efforts have been made by teachers to increase creativity in Civics learning outcomes through the SOLE learning model for class students VIII C at SMP Negeri 28 Samarinda. This study found that the learning model plays an important role in increasing student creativity in the learning outcomes of class VIII C students at SMP Negeri 28 Samarinda

1. INTRODUCTION

Education is everyone's number one need, so education is the right of every citizen. Education as a way to improve the quality of society in a better direction (Baniah et al., 2021; Hartanti, 2020). Education as a basis in increasing self-confidence, increasing awareness to change and being able to face global challenges in every generation (Amaliah, 2020; Dewi, 2020; Octavia, 2020; Safitri, 2020). The generation that has an education will be able to meet their needs independently, especially with regard to expertise (Monika, 2020). The government must ensure every citizen a proper education, both boys and girls, school-age children and adults. Education should be implemented for all and implemented throughout human life (Triwinarti, 2020). Indonesia is a country with complete education rules, policies, and laws, but in terms of education, implementation often doesn't match what it should be. Weak Links in Enforcement Rules These rules depend on the actor or implementer. Lack of awareness of the importance of good education causes this kind of education is often underestimated by stakeholders, and the positioning of education does not emphasize quality education, but rather on quantity and personal interests.

Therefore, education has not played its fundamental role in building the country. Legal awareness of education and training is very modern in accordance with the latest educational discourse. Education pays more attention to the individuality and character of each student, and education focuses more on teacher-student interactions. It equips students with professional skills by increasing their understanding of new knowledge that supports the development of such personality and character, mastering new skills, and teaching skills for work. Education is an effort to provide adequate knowledge and skills improvement to every child (Goma et al., 2021; Mustangin, 2020; Saptadi, 2020; Suryaningsi & Ramadan, 2021; Widiastri, 2020). Creativity and independent learning are becoming a challenge for students undergoing distance learning from home during the pandemic.

This is to ensure that students receive information from teachers in the school and understand the material they can learn via the Internet. Self-learning, often referred to as self-study, is learning that anyone can do, and can be done anywhere if you double the amount of internet or smart devices you have. Through this independent learning, students continue to fulfill their responsibilities, the only

difference is that so far students are armed with information from the internet so that they can think more creatively and solve problems. With the learning model the teacher can create a fun learning atmosphere and not make students bored in following the learning process. This requires changes in classroom organization, the use of teaching models, teaching and learning strategies, as well as the attitudes and characteristics of teachers who manage the teaching and learning process. Learning is concerned with the interaction between teacher and student (Lukman, 2021; Wahyuni, 2021). The teacher acts as the manager of the teaching and learning process, ensures the teaching and learning process by creating an effective teaching and learning environment, designs teaching materials well, and acts as a facilitator to improve students' listening skills. Take classes and master the educational goals you need to achieve. To overcome what is in the classroom during the learning process. The availability and advancement of information and communication technology now provide easy access to information, especially for students who want to study alone at home. Both processes can be found and implemented using the Self-Organized Learning Environment (SOLE) learning model. Self Organized Learning Environments (SOLE) is one of the constructive learning models that has the potential to empower high-level cognition skills (Mutiasari, 2021). The Self-Organized Learning Environment (SOLE) learning model emphasizes the independent learning process that can be done by anyone, anywhere, by using the internet and smart devices to learn.

II. METHODS

This research began in January 2022 and the study began with observations until February 2022. Based on the understanding of the research above, the research used is descriptive qualitative research, which is a study whose purpose is to describe systematically and regularly, facts and accurately about the characteristics, these facts researchers try to describe the Implementation of the Self Organized Learning Environment (Sole) Model in Efforts to Increase Creativity in Civics Learning Outcomes Class VIII C at SMP Negeri 28 Samarinda The research focus shows the main issues that occur and are the center of attention of the research that will be studied by researchers. This research is focused on implementing the self-organized learning environment (SOLE) model in an effort to increase creativity in Civics learning outcomes for class VIII C at SMP Negeri 28 Samarinda.

1. Application of the SOLE model in Civics learning to increase creativity

2. Teachers lack planning in using the SOLE model

3. Involve students actively in the learning process

III.   RESULT AND DISCUSSION

1. Increasing creativity in Civics learning outcomes through the SOLE learning model for class VIII C students at SMP Negeri 28 Samarinda

SOLE Learning Activities at the Question Stage Based on the results of interviews, observations and documentation at SMP Negeri 28 students are able to exchange ideas or ideas during discussions, seek material from various sources independently. The material is explored by students both in terms of visuals and audio-visuals. The SOLE (Self Organized Learning Environments) learning model is a learning that focuses on independent learning by utilizing media (Marlina, 2021). The question activity is the first stage in SOLE learning. At the question stage, the teacher will display Powerpoint, the initial display of powerpoint displays an image of garbage, then the teacher invites students to think and reason by asking questions directly, then the teacher enters the sample text of the observation report that explains about waste management, then the teacher gives questions returned but had entered the material for the parts of the observation report text, the linguistic aspects of the observation report text, and concluded the contents of the observation report text. Giving questions is an important component in the teaching and learning process.

2. What are the obstacles faced by teachers in increasing creativity in Civics learning outcomes through the SOLE learning model for class VIIIC students at SMP Negeri 28 Samarinda

Based on the research results, the questions that the teacher gives to students in the question stage are interesting questions that ask students to learn, starting with simple questions that lead to learning materials, then the teacher will reward students who are able to answer questions. Each stage of the teacher's learning is required to ask questions, and the quality of the questions asked by the teacher will determine the quality of the learners' answers(Taufik et al., 2013). Giving questions to students is an inseparable activity in the teaching and learning process activities (Lazuardi & Priyanto, 2017). Interesting questions are intended by the teacher to spark students' curiosity about the learning material. Inquiry questions that the teacher conveys are intended so that students can learn by exploring their own learning resources, as well as building

students' curiosity and enthusiasm in the learning process. Submission of inquiry questions is the first step in building scientific learning. Scientific learning is learning that can improve the scientific attitude of students, namely curiosity, logical, critical and analytical.

Investigation or investigation activities. The results showed that students discussed with their group partners about information that had not been understood, other information they wanted to know, and clarification of the information found. When disagreements arise in the discussion, students take alternative answers by combining one source with another to form and evaluate new ideas. Confirm one piece of information by comparing it to another, then arrange it into a more complete and complete sentence. Activity design adapts to students' initial ideas, allows students to expand their knowledge and have the opportunity to combine phenomena, thereby encouraging students to distinguish and integrate information about students' challenging ideas about these phenomena. From the description above, it can be concluded that students can find their own conclusions based on observations. Learners are able to build their own knowledge and investigations through group discussions and study of learning resources.

3. **Efforts what teachers do in increasing creativity in Civics learning outcomes through the SOLE learning model for class VIII C students at SMP Negeri 28 Samarinda**

In review activities, students are required to be able to communicate the results of their group assignments with presentations in front of the class. Presentation activities carried out by students in relation to scientific learning to communicate also help students learn more effectively. Presentation is one of the ways of communication to convey information, ideas, ideas or messages to the audience by explaining or describing the information clearly and structured with the aim that the audience can receive the information conveyed properly and understand the intention of the information conveyed (Sari, 2017). While the obstacles contained in the review stage, here students are less able to understand the questions posed by other groups. The role of the teacher is also to straighten the opinions of students who are not quite right so that there are no misconceptions. At the end of the teaching and learning process, students and teachers make classical conclusions from the lessons that have been done today. Teachers and students together evaluate and reflect on learning. Inquiry begins when students

experience confusion about a situation or phenomenon when they conduct an experiment to test a hypothesis. The process involves all scientific activities to obtain the necessary information. Students are given the opportunity to conduct investigations, collect data, make conclusions, and discuss. Based on interviews, observations and documentation that researchers have done, it shows that students who work in groups using the internet are able to understand the material at a higher level. This is because students are given the freedom to surf the internet which has a wide range of information and allows them to seek information from various sources and various levels of education.

V. CONCLUSION

After the author conducted research on the Implementation of the Self Organized Learning Environment (Sole) Model in an Effort to Increase Creativity in Civics Learning Outcomes Class VIII C at SMP Negeri 28 Samarinda 1. The results of PPKn learning using the SEOLE model in class VIII C at SMP Negeri 28 Samarinda are quite good, such as the creativity of students in participating in the learning process using the discussion method, many students are more active in asking and answering questions from other students and discussing the results of their group discussions together. Although there are some students who still follow the learning process passively or inactively, some of them still adjust to other friends such as helping to find additional material, taking notes, and analyzing. Then the mastery of the material on the students in the Civics learning process was stated to be good in mastering the material even though some students could not master the material well. By using the SOLE model, students easily understand the subject matter conveyed during the learning process so that it relates to student learning outcomes that are quite good in the learning process even though there are some students who are still passive during the learning process.

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