

Learning Model "AWAS (Activity Watch And See) In Increasing Motivation To Learn Geography In Class XI IPS 1 SMA Negeri 1 Gantung Tahun Pelajaran 2020/2021

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ABSTRACT

The main problems that will be solved through this Classroom Action Research are: Are The "AWAS (Activity Watch And See)" Learning Model Can Increase Learning Motivation Geography In Class XI 1 IPS SMA NEGERI 1 GANTUNG for the 2020/2021 academic year. The "AWAS (Activity Watch And See)" learning model was chosen with the assumption that it is very relevant to environmental subject matter, with the aim of being able to motivate students to be active, innovative, creative, effective and fun, as well as easy to manufacture and use. The goal to be achieved is to increase student learning motivation in the subject of Geography. The research subjects were students of class XI IPS 1 at SMA Negeri 1 Gantung, totaling 21 students. Research data were collected through daily observations and tests. Sources of data obtained from teachers, peers and students. The action hypothesis is Use The "AWAS (Activity Watch And See)" Learning Model Can Increase Motivation to Learn Geography in Class XI 1 Social Studies at SMA Negeri 1 Gantung for the 2020/2021 Academic Year. The results showed that the use of the "AWAS" learning model in subjects in Geography on basic environmental competencies could increase students' learning motivation in class XI IPS 1 SMA Negeri 1 Gantung. This is evident from the learning achievement test data also shows an increase, namely in the pre-cycle as many as 11 students (47.6%) achieved the KKM with an average of 75.76, in the first cycle students who achieved completion were 61, 9% or 13 students. with an average of 76.57 and in the second cycle of 85.7% or 18 students with an average of 79.90. So after the whole cycle is done, it can be concluded that the use of The "AWAS (Activity Watch And See)" Learning Model Can Increase Learning Motivation Geography In Class XI 1 Social Sciences at SMA Negeri 1 for the 2020/2021 academic year. The obstacles faced in this AWAS learning are the lack of time allocation, the lack of mastery of using the Windows Movie Maker application (other applications). However, this obstacle can be anticipated by using a powerpoint that is already familiar to students.

KEYWORDS

Learning Model " AWAS (Activity Watch And See)
Motivation to Learn Geography

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1. Introduction

Teachers have a very important role in determining the quantity and quality of teaching carried out. Therefore, teachers must think about and plan carefully in increasing learning opportunities for their students and improving the quality of teaching. This requires changes in the organization of the class, the use of teaching methods, teaching and learning strategies, as well as the attitudes and characteristics of teachers in managing the teaching and learning process. The teacher acts as a manager of the teaching and learning process, acts as a facilitator who seeks to create effective

teaching and learning conditions, thereby enabling the teaching and learning process, developing lesson materials well, and increasing students' ability to listen to lessons and master the educational goals they must achieve. .

Teaching is guiding student learning so that he is able to learn. Thus, student activities are needed in teaching and learning activities so that students should be more active, because students as student subjects are the ones who plan and carry out the learning themselves. In fact, in schools teachers are often active, so students are not given the opportunity to be active. Group learning activities can help spur active learning. Learning and teaching activities in the classroom can indeed stimulate active learning. However, the ability to teach through small group collaborative activities will allow to promote active learning activities in a special way.

Geography education so far tends to be theoretical. This results in children memorizing more of the material presented than looking for answers to problems that occur outside the personal environment as a form of experience in everyday life. Handbooks owned by students are more focused on summaries of material and practice questions to make children more emphasis on learning efforts to get good test scores. From the above problems can be identified from the attitudes and personality of students everyday. Especially in SMA Negeri 1 Hang this can be seen in scenes such as: 1) The lack of courage of students in expressing opinions and arguing, 2) Students are less able to respect the opinions of others and are less able to make good decisions when experiencing problems, 3) Lack of participation in learning, 4) Students consider geography subject to be less interesting because it contains events that do not occur around the student's environment; 5) Students understand the concept but are not able to apply the concept in solving problems.

Meanwhile, in previous learning activities with conventional learning models (lectures and questions and answers) in class XI IPS 1, the data showed that there were 21 students (47.60%) who still took actions that did not support PBM. For example, talking to others alone, sleeping in class, are still found in conventional learning. Based on the problems above, the authors need to make efforts to create effective and efficient learning, so that students are enthusiastic about participating in learning, and can increase their activities and learning outcomes. One of the efforts made in increasing the activities and learning outcomes of students is learning using the "AWAS (Activity Watch and See) learning model, because according to Hasan et al (2003: 37) the use of varied and appropriate media can motivate student learning. The use of the right media can overcome the passive attitude of students, because by using the media: a) it can lead to the excitement of learning, b) more direct interaction between students and the environment and reality, c) allows students to learn independently according to their abilities and abilities. his interest.

"*AWAS (activity Watch and See)*" chosen with the assumption that it is very relevant to the Geography material which in fact the lesson identifies problems that occur around, with the aim of being able to motivate students to be active, innovative, creative, effective and fun, and this media is cheap and easy to manufacture and use. So that with the development and use of the "AWAS (Activity Watch and See)" learning model in learning, meaningful learning will be created, so that it can increase students' activities and learning outcomes.

"*AWAS (activity Watch and See)*" as an innovative learning media that can be implemented, as a form of active, creative and fun learning (PAIKEM) is a model with learning video media and student-made documentary films. This media is a learning innovation that combines a contextual approach, cooperative learning (Cooperative Learning) and fun learning (Joyful Learning). Even if the learning program is carried out in an orderly and planned manner, students need to be educated to be responsible for their behavior. The teacher's role as a facilitator is very meaningful. The term facilitator indicates that the final responsibility must rest with the child in finding himself. Events that often occur in the field that occur during the learning process that has been carried out so far that cause low student learning achievement are not entirely caused by external factors such as busy teachers, household conditions, the environment and others. The weaknesses that exist are, of course, much influenced by factors from within the teacher himself, such as the willingness to prepare better materials, the willingness of the teacher himself to apply the teaching methods that

have been obtained in college. In addition, teachers are also less able to develop teaching skills that can attract students' attention and stimulate students to learn.

Geography learning no longer focuses on absorption through the attainment of information, but focuses more on developing capabilities and processing information. Based on the explanation above, the researcher wants to try to do research with the title "Learning Model" AWAS (Activity Watch and See)"basic competence Describe the use of the environment in relation to sustainable development environmental damageIn Improving Motivation for Learning Geography in Class XI IPS 1 SMA NEGERI 1 GANTUNG for the 2020/2021 Academic Year.

2. Method

In accordance with the type of research chosen, namely action research, this research uses the action research model of Kemmis and Taggart (in Arikunto, Suharsimi, 2002: 83), which is in the form of a spiral from one cycle to the next. Each cycle includes planning (plans), action (action), observation (observations), and reflection (reflection). The steps in the next cycle are revised planning, action, observation, and reflection. Before entering the first cycle, preliminary actions were carried out in the form of problem identification. The spiral cycle of the stages of classroom action research can be seen in the following figure:

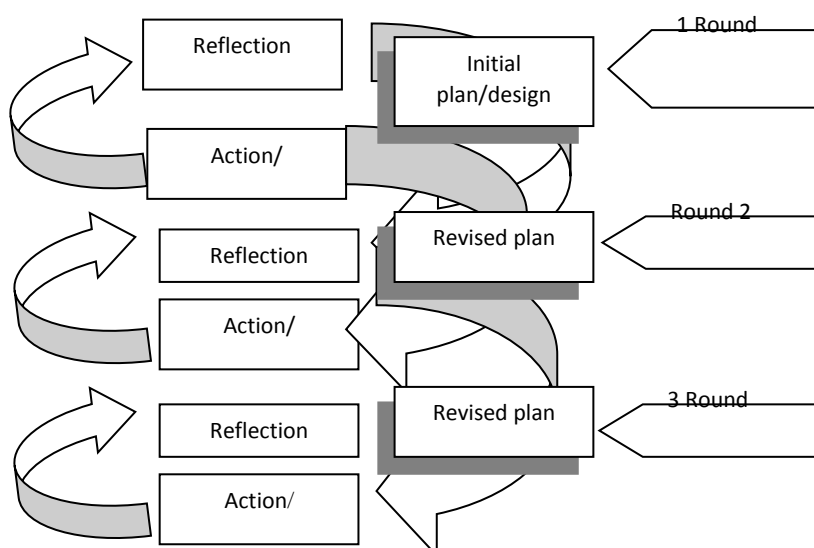


Figure 3.1. CAR flow with 3 treatment cycles

The explanation of the flow above is:

1. Preliminary design/plan, before conducting research, researchers formulate problem formulations, objectives and make action plans, including research instruments and learning tools.
2. Activities and observations include actions taken by researchers as an effort to build students' conceptual understanding and observe the results or impacts of the implementation of the AWAS (Activity Watch and SEE) Learning Model.
3. Reflection, the researcher examines, sees and considers the results or impacts of the actions taken based on the observation sheet filled out by the observer.
4. The revised design/plan, based on the results of reflections from observers, makes a revised design to be implemented in the next cycle.

The observations were divided into 3 rounds, namely rounds 1,2 and 3, where each round was subjected to the same treatment (same activity flow) and discussed one sub-topic which ended with a formative test at the end of each round. Made in three rounds intended to improve the teaching system that has been implemented. The data collection technique in this study is a teacher-made test whose functions are: (1) To determine how well students have mastered the lesson material that has been given within a certain time; (2) To determine whether a goal has been achieved; and (3) To obtain a value (Arikunto, Suharismi, 2002: 19). While the purpose of the test is to determine the

completeness of student learning individually and classically. Besides that, to find out where the mistakes made by students are so that it can be seen where the weaknesses are, especially in which part of the TPK has not been achieved. To strengthen the data collected, the method of observation (observation) conducted by peers to identify and record the activities of teachers and students in the teaching and learning process is also used.

To determine the effectiveness of a method in learning activities, it is necessary to conduct data analysis. In this study, using qualitative descriptive analysis techniques, which is a research method that describes reality or facts in accordance with the data obtained with the aim of knowing the learning achievements of students, as well as to obtain student responses to learning activities and student activities during the learning process. To analyze the level of success or the percentage of student success after the teaching and learning process in each round, it is done by providing an evaluation in the form of written test questions at the end of each round. This analysis is calculated using simple statistics, namely through the average formula which is then adjusted to the classical completeness criteria.

3. Results and Discussion

The research data was obtained from observational data in the form of observations on the management of the AWAS (Activity Watch and See) learning model and observations of teacher and student activities in each cycle. Observation sheet data were taken from two observations, namely observation data on the management of the AWAS learning model (Activity Watch and See) which was used to determine the effect of implementing the AWAS (Activity Watch and See) learning model in improving student learning achievement and observational data on teacher and student activities. Formative test data to determine the increase in student achievement after the implementation of the AWAS (Activity Watch and See) learning model.

1) Cycle I

a. Planning Stage

- (1) Cycle I is planned to last for two meetings, namely (4 x 45) minutes. With details of 15 minutes for the introduction, 90 minutes or 60 minutes for group discussions and presentations, and the last 15 minutes for closing and informing the material that will be discussed at the next meeting.
- (2) The teacher divides students into 5 groups with 4 groups consisting of 4 students and 1 group consisting of 5 students.
- (3) The teacher gives students the opportunity to discuss the results of the exploration that has been carried out in their group. The problems discussed in the first cycle were pictures of environmental damage that occurred in Indonesia.
- (4) Observations were made on all students, but prioritized on students who had not been able to interact well, lacked cooperation, and were less responsible for tasks in the pre-cycle.

b. Action execution:

- (1) The teacher starts learning by greeting and providing motivation by showing things related to the material with things that are often encountered in everyday life.
- (2) Learning begins with the absence of students in the class then the teacher conveys the discussion and explains the basic competencies describing the use of the environment in relation to sustainable development. Before entering the material/core activities the teacher explores the students' initial knowledge in learning.
- (3) The teacher asks students to answer questions given by the teacher about the prerequisite material. The teacher asks questions that relate previous knowledge to the material to be studied, followed by forming groups.
- (4) The teacher divides groups and explains the tasks that will be done by students in group discussions and provides opportunities for students to discuss the learning videos that will be shown.

- (5) The teacher prepares a learning video about environmental damage that has been prepared by the teacher, the video is about "pollution of the Citarum River" and landslide events in West Java canning.
- (6) During the broadcast, each group is allowed to discuss.
- (7) When the discussion took place, it was seen that some students had started to interact well, activeness began to grow, cooperation began to appear, and smart students no longer dominated the activities, both discussions and presentations.
- (8) The teacher gives rewards to students and groups who participate in learning activities.
- (9) The teacher provides explanations, comments, improvements to the groups involved in the learning process.
- (10) The group that appeared after the discussion gave 5 test questions with details of 5 essay questions.
- (11) The evaluation was carried out in an orderly and safe manner, although there were some students who glanced left and right to ask their friends for help.
- (12) Then after the evaluation. Each group is given the task of finding environmental problems that occur in their respective areas. Then they record and make a video with the background of each group member explaining the video. So that later can be presented in front of the class.
- (13) Colleagues and researchers observe and record student activities and provide limited assistance as needed.

In this case, the researcher acts as a teacher, while the observer is a Geography teacher and homeroom teacher for Class XI IPS 1. The teaching and learning process refers to the lesson plans that have been prepared. Observation (observation) is carried out simultaneously with the implementation of teaching and learning. At the end of the teaching and learning process students are given a formative test I with the aim of knowing the level of student success in the teaching and learning process that has been carried out. The research data in the first cycle are as follows:

Table 4.1 Learning Management in Cycle I

No	Observed aspects	Evaluation		Average Rating	Rating percentage
		Appraiser I	Appraiser II		
1	Implementation				
	A. introduction				
	1. Motivate students.	4	2	5	13.16
	2. Delivering learning objectives	2	1	2.5	6.58
	B. Core activities				
	1. Discuss the steps of the activity with students.	2	2	3	7.89
	2. Guiding students to do activities.	1	1	1.5	3.95
	3. Guiding students to discuss the results of activities in groups.	4	4	6	15.79
	4. Provide opportunities for students to present the results of the investigation.	4	4	6	15.79
5. Guiding students to formulate conclusions / find concepts.	2	2	5	7.89	
C. Cover					
1. Guiding students to make	4	2	5	13.16	

	summaries.				
	2. Provide evaluation.	4	4	6	15.79

Source: Primary Data Analysis

Based on the table above, the aspects that get unfavorable criteria are motivating students, conveying learning objectives, managing time, and enthusiastic students. The four aspects that received a poor score above are a weakness that occurred in the first cycle and will be used as study material for reflection and revision that will be carried out in the second cycle. The results of the next observation are teacher and student activities as shown in the following table:

Table 4.2. Teacher and Student Activities in Cycle I

No	Observed Teacher Activities	Percentage
1	Delivering goals	13.16
2	Motivate students/ formulate problems	6.58
3	Links to the previous lesson.	7.89
4	Delivering the steps/strategy.	3.95
5	Explain difficult material.	15.79
6	Guiding finding concepts.	15.79
7	Ask students to present and discuss the results of the activities.	7.89
8	Provide feedback / evaluation / question and answer.	13.16
9	Guiding students to summarize lessons	15.79
No	Observed student activity	
1	Listening / paying attention to the teacher's explanation	12.61
2	Read a book	8.53
3	Working with fellow group members	12.26
4	Discussion between students/between students and teachers	7.64
5	Presenting learning outcomes	10.83
6	Presenting/responding to questions/ideas	10.66
7	Writing relevant to KBM	12.26

8	Summarizing learning	11.72
9	Doing evaluation tests	13.50

Source: Primary Data Analysis

Based on the table above, it can be seen that the most dominant teacher activity in cycle I was explaining difficult material, as well as guiding and observing students in finding concepts, which was 15.79%. Other activities whose presentations were quite large were providing feedback/evaluation, asking questions and conveying motivation, each of which was 13.16%. Meanwhile, the most dominant student activity was doing evaluation tests, which was 13.5%. Other activities whose presentations were quite large were listening/paying attention to the teacher's explanations, working with groups, writing that was relevant to the teaching and learning activities of 12, 61% and 12, 26%, respectively. In cycle I, in general, teaching and learning activities with the Watch activity model have been implemented well, although the teacher's role is still dominant enough to provide explanations and directions. because the model is still felt the same as the old model, it just adds learning media. Next is the recapitulation of student formative test results as shown in the following table.

Table 4.3. Recapitulation of Student Formative Test Results in Cycle I

No	Description	Cycle I . Results
1	Formative test mean	76, 57
2	Number of students who finished studying	13
3	The percentage of complete learning	61, 9%

Source: Primary Data Analysis

From the table above, it can be explained that by applying the conventional learning model, the average value of student learning achievement is 76.57 and learning completeness reaches 61.9% or there are 13 students from 21 students who have completed learning. These results indicate that in the first cycle classically students have not finished studying, because students who get a score of 78 are only 61.9% smaller than the desired percentage of completeness, which is 85%. This is because students still feel new and do not understand what the teacher means and uses by applying the watch activity model.

c. Reflection

In the implementation of teaching and learning activities, information is obtained from the observations as follows:

- 1) Teachers are less than optimal in motivating students and in conveying learning objectives.
- 2) Teachers are less than optimal in time management
- 3) Students are less active during learning

d. Research data analysis cycle I

1) Psychomotor realm

- Students who got a score of 78 as many as 8 (38.09%)
- Students who got a score of 78 as many as 13 (61.9%)
- It means that students who score above 78 are 61.9%, classically including the unfinished category.

e. Revision

The implementation of teaching and learning activities in the first cycle is still lacking, so there is a need for revisions to be carried out in the next cycle.

1. Teachers need to be more skilled in motivating students and clearer in conveying learning objectives. Where students are invited to be directly involved in every activity that will be carried out.
 2. The teacher needs to distribute the time well by adding the necessary information and giving notes
 3. Teachers must be more skilled and enthusiastic in motivating students so that students can be more enthusiastic.
- 2) Cycle II
- a. Planning stage
 - (1) Cycle II is planned to last for two meetings, namely (4 x 45) minutes. With details of 15 minutes for the introduction, 60 minutes for group discussions and presentations, and the last 15 minutes for closing and informing the material that will be discussed at the next meeting.
 - (2) The teacher gives instructions to form groups that have been formed at the meeting yesterday. As well as preparing documentary films for each group.
 - (3) The teacher gives the opportunity for students to give an opportunity to group 1 who will present a documentary film on environmental damage in the area around the students.
 - (4) Observations were made on all students, but prioritized on students who had not been able to interact well, lacked cooperation, and were less responsible for tasks in the pre-cycle.
 - b. Action execution:
 - (1) The teacher starts learning by greeting and providing motivation by showing things related to the material with things that are often encountered in everyday life.
 - (2) Initial step; the teacher carried out a review of the material last week, then the teacher delivered the material being discussed, then the teacher carried out brainstorming on the students' initial knowledge about the material discussed. After that the teacher conveys the discussion and conveys the basic competencies that will be achieved at this meeting. Before entering the material/core activities, the teacher conducts brainstorming to explore students' prior knowledge in learning.
 - (3) The teacher asks students to answer questions given by the teacher about the prerequisite material. The teacher asks questions that relate previous knowledge to the material to be studied, all opinions of students are appreciated (humanistic aspect). Followed by a group presentation.
 - (4) Students present the results of group work on the environmental damage documentary they have made. Then the other groups give a question and a solution to the events that occurred in the documentary film.
 - (5) The teacher gives rewards to students and groups who participate in learning activities.
 - (6) The teacher provides explanations, comments, improvements to the groups involved in the learning process.
 - (7) After the presentation, the teacher gave 5 test questions in the form of essays.
 - (8) The evaluation was carried out in an orderly and safe manner, although there were one or two students who glanced left and right to ask their friends for help.
 - (9) The end of the lesson is closed by contemplating together the dangers caused by damage to the environment around us.
 - (10) Colleagues and researchers observe and record student activities and provide limited assistance as needed.
 - (11) The teacher holds daily test 2 as feedback on activities and to see how far the mastery of the material that has been learned is

At the end of the teaching and learning process students are given a formative test II with the aim of knowing the level of student success in the teaching and learning process that has been carried out. The research data in cycle II are as follows:

Table 4.1 Learning Management in Cycle II

No	Observed aspects	Evaluation		Average Rating	Rating percentage
		Appraiser I	Appraiser II		
1	Implementation				
	A. introduction				
	1. Motivate students.	4	3	5.5	11.58
	2. Delivering learning objectives	3	3	4.5	9.47
	B. Core activities				
	3. Discuss the steps of the activity with students.	4	2	5	10.53
	4. Guiding students to do activities.	3	3	4.5	9.47
	5. Guiding students to discuss the results of activities in groups.	4	4	6	15.79
	6. Provide opportunities for students to present the results of the investigation.	4	4	6	15.79
	7. Guiding students to formulate conclusions / find concepts.	3	3	4.5	9.47
C. Cover					
8. Guiding students to make summaries.	4	3	5.5	11.58	
9. Provide evaluation.	4	4	6	15.79	

Source: Primary Data Analysis

Based on the table above, the aspects have received good criteria, only a few assessments are still sufficient, namely conveying the learning objectives, guiding students to carry out activities, and guiding students to formulate conclusions. This is because the time factor and motivating students cannot be said to be good. The results of the next observation are teacher and student activities as shown in the following table:

Table 4.2. Teacher and Student Activities in Cycle I

No	Observed Teacher Activities	Percentage
1	Delivering goals	11.58
2	Motivate students/ formulate problems	9.47
3	Links to the previous lesson.	10.53
4	Delivering the steps/strategy.	9.47

5	Explain difficult material.	15.79
6	Guiding finding concepts.	15.79
7	Ask students to present and discuss the results of the activities.	9.47
8	Provide feedback / evaluation / question and answer.	11.58
9	Guiding students to summarize lessons	15.79
No	Observed student activity	
1	Listening / paying attention to the teacher's explanation	10.59
2	Read a book	11.53
3	Working with fellow group members	11.26
4	Discussion between students/between students and teachers	12.06
5	Presenting learning outcomes	11.13
6	Presenting/responding to questions/ideas	10.86
7	Writing relevant to KBM	10.72
8	Summarizing learning	10.32
9	Doing evaluation tests	11.53

Source: Primary Data Analysis

Based on the table above, it can be seen that the most dominant teacher activity in cycle II is explaining difficult material, as well as guiding, observing students in finding concepts, and guiding students to summarize lessons, which is 15.79%. Apart from these three activities, other activities have shown good activity of 11.58 – 9.47%. In cycle II, in general, teaching and learning activities with the Watch activity model have been carried out well, there is already a role for teachers and students in providing explanations and directions, because the model is still felt the same as the old model, only adding learning media for documentary films made by each student. Next is the recapitulation of the students' formative test results as shown in the following table.

Table 4.3. Recapitulation of Student Formative Test Results in Cycle II

No	Description	Cycle II Results
1	Formative test mean	79, 90
2	Number of students who finished studying	18
3	The percentage of complete learning	85.7%

Source: Primary Data Analysis

From the table above, it can be explained that by applying the conventional learning model, the average value of student learning achievement is 79.90 and learning completeness reaches 85.7% or there are 18 students from 21 students who have completed learning. These results

indicate that in the second cycle classically students have finished learning, although only 3 students have not finished studying. In this study, students who scored 78 were only 85.7% and had exceeded the desired percentage of completeness, which was 85%. This is because students are more enthusiastic in explaining their activities in the field. And students have their own experiences. So this AWAS learning has been said to be successful in motivating students to learn.

a. Reflection

In the implementation of teaching and learning activities, information is obtained from the observations as follows:

- 1) The teacher has maximized his potential in motivating students and in conveying learning objectives.
- 2) The teacher is less than optimal in time management, because most of the students who will be presenting are short of time, due to the different duration of time for each group.
- 3) Students are active during learning

b. Research data analysis cycle II

1) Psychomotor realm

- Students who scored 78 as many as 3 (14, 30%)
- Students who scored 78 were 18 (85.7%)
- It means that students who score above 78 are 85.7%, classically, they are included in the complete category.

c. Revision

The implementation of teaching and learning activities in cycle II has been able to cover some of the shortcomings, so there needs to be a little revision to be done in the next cycle. So there is no need for too many revisions, but what needs to be considered for further action is to maximize and maintain what already exists with the aim that the implementation of the teaching and learning process further the application of the AWAS learning model can improve the teaching and learning process, so that learning objectives can be achieved.

4. Conclusion

The results of this study indicate that the AWAS learning model has a positive impact on improving student achievement. This can be seen from the more stable students' understanding of the material presented by the teacher (mastery learning increased from cycle I, and II), which were 61, 9%, and 85, 7%, respectively. In cycle II, classical student learning completeness has been achieved. From the results above, after going through 2 cycles with different methods, it turns out that there have been several changes in student interest. They are motivated by the activities in the field given by the teacher. Achievement achievement also experienced a very significant increase.

1. Teacher's Ability in Managing Learning

Based on data analysis, it was found that student activities in the teaching and learning process by applying the AWAS learning model in each cycle experienced an increase. This has a positive impact on student achievement, which can be shown by increasing the average score of students in each cycle which continues to increase. After using this model, the improvement in the way teachers are managed becomes more and more varied in classroom learning. So that teachers play an active role in the continuity of learning with this method, and teachers enjoy learning in class more.

2. Teacher and Student Activities in Learning

Based on data analysis, it was found that students' activities in the Geography learning process on the subject of environmental damage with the AWAS learning model the most dominant is working with fellow group members to make explanations about the events they saw in the field and then filmed by each group. Each group competed in making a documentary about the events in the field that they saw immediately. And listen / pay attention to the teacher's

explanation. So it can be said that student activities are categorized as active. Meanwhile, the teacher's activities during learning have carried out the steps of teaching and learning activities and implemented contextual teaching with problem-based teaching models well. This can be seen from the teacher's activities that appear,

In this section, some conclusions and suggestions will be presented. The conclusions and suggestions presented are based on the exposure of the conditions and the learning process, as well as from the findings obtained during the research at SMA Negeri 1 Hanging class XI IPS 1. Based on the results of the improvement in learning that has been carried out, conclusions can be drawn:

1. The AWAS Learning Model has a positive impact in increasing student learning presentations which is marked by an increase in student learning mastery in each cycle, namely cycle I (61.9%), cycle II (85.7%). This can be seen from the students' learning motivation when making learning films that they made during field visits.
2. The AWAS Learning Model can make students feel that they are getting attention and the opportunity to express opinions, ideas, ideas, and questions. And students can work independently or in groups, and are able to take responsibility for individual and group assignments.
3. The application of the AWAS Learning Model to teachers has a positive influence, namely it can increase students' learning motivation. And the way the teacher's learning management is done is increasing.

Provide a statement that what is expected, as stated in the "Introduction" chapter can ultimately result in "Results and Discussion" chapter, so there is compatibility. Moreover, it can also be added the prospect of the development of research results and application prospects of further studies into the next (based on result and discussion).

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