

## **ABSTRACT**

### **THE EFFORTS TO INCREASE THE SOCIAL STUDY ACHIEVEMENT TROUGH QUANTUM TEACHING MODEL AT SMP N 2 PURBOLINGGO EAST LAMPUNG**

**By**

**YUNI FITRI YANTI**

Aims of this research are to describes the planning, implementation, evaluation, and increasingly of the students social study achievement with quantum teaching model. This research was conducted in three phases. They were 1<sup>st</sup> phase, 2<sup>nd</sup> phase and 3<sup>rd</sup> phase by TANDUR process, which in every phase it had different act trough fixing and completing from the previous phase until the increasingly for the study achievement found based on achievement indicators.

This research shown that Quantum Teaching model were increasingly the achievement of Social lesson for students. The teaching model prepared based on the model that will be given on the lesson, teaching indicators and aims of teaching. The implementation of the act conducted by teaching model which it called TANDUR, growing up the students study interest, on cycle I by singing, on cycle II by read poems and on cycle III by demonstrates videos/short films. Experience, teacher tried to eager students' knowledge with students experiences, this phase one is done on cycle I with give kontekstual example, cycle II use kontekstual example and question excitement, and on cycle III with kontekstual example, question excitement wiolds image media as illustration. Named, teacher gave the lesson material to students for their concept understanding, on cycle I use of discourse and question-answer method, on cycle II use of discourse and question-answer method and utilizes image media, on cycle III use of discourse and question-answer method and utilizes power point's media. Demonstrated, the teacher gave a change for students to explore their new knowledge by giving a task for group discussion, on cycle I with pictured card, cycle II use problem card and cycle III use correct fast game. Review, the teacher guided students to review and made a conclusion from the lesson, on cycle I with embraces material, cycle II with embraces material and question excitement, and cycle III with embrace material and question and key word excitement. Celebrated, the teacher gave reinforcement to students by giving a reward or praise, on cycle I with

appreciative and applause, cycle II with appreciative, applause and cycle III praise with appreciative, applause, praise and present. Learning evaluation is performed with evaluate learning and evaluation process/studying achievement test IPS student by gives examination, on cycle I use of multiple choose, cycle II use of multiple choose and move student of seat, cycle III use of multiple choose, move student of seat and differentiates number of examination among comate one stool. The teaching evaluation conducted by teaching process evaluation and social lesson students' achievement evaluation by giving a multiple choices test. The implementation acting for each phase was similar between VIII B class and VIII E class. As a result, it can conclude that there are differences results for each phase. The increasingly achievement of VIII B at the 1<sup>st</sup> (19students) phase to the 2<sup>nd</sup> phase (21 students) was 9.5% and from 2<sup>nd</sup> phase to 3<sup>rd</sup> (27 students) phase was 22% based on grades achievement averages from 1<sup>st</sup> phase (57) to 2<sup>nd</sup> phase (59) was 3.3% and from 2<sup>nd</sup> phase to 3<sup>rd</sup> phase (66) was 10.6%. whereas, VIII E based on the study complement from 1<sup>st</sup> phase (14 students) to the 2<sup>nd</sup> phase ( 22 students) was 36% and from 2<sup>nd</sup> phase to the 3<sup>rd</sup> phase (29 students) was 24%, based on grades achievement averages from 1<sup>st</sup> phase (58) to 2<sup>nd</sup> phase (60) was 3.3% and from 2<sup>nd</sup> phase to 3<sup>rd</sup> phase (68) was 11.7%