

Si Gabby Application (Student Learning System) to Improve Student's Learning Achievement in IPS Courses in Learning Activity Studio

Erwin Erlangga*, Rini Sugiarti, April Firman Daru, Irwan Desyantoro, Nofita Veronika

Universitas Semarang, Indonesia
*Email: erwinerlangga@usm.ac.id

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Abstract. The ultimate goal of this research is the arrangement of the SI - Gabby application (Student Learning System) to improve student achievement. The application framework is prepared based on theoretical, empirical studies, and objective conditions of the implementation of the school learning system at Learning Activity Studio (SKB) Therefore, this study uses research and development methods and designs based on the principles and steps of Borg & Gall. The population is 360 people, the sample is 230 people. Data collection techniques using purposive sampling. Data collection tool using a psychological scale. Based on the analysis of the implementation process of the developed model as well as the results achieved by group members, it proves that the student learning system is effective in improving student achievement. Indications of the success of the service implementation process can be seen from the roles carried out by counselors and group members at each stage, both the formation, transition, activity, and termination stages where at the activity stage the counselor applies the stages of the online learning system so that it is well internalized to all members of the group. While the effectiveness of the service is evidenced by the results of the achievement scale which shows an increase in the results of the initial evaluation and final evaluation on the total score of achievement.

Key words: si gabby application, student learning system, learning achievement, learning activity studio

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INTRODUCTION

Humanity is currently in deep sadness due to the outbreak of the Coronavirus Disease (Covid-19) which has hit almost all parts of the (McKnight et al., 2020). Covid-19 originated in Wuhan, China (2020) and has been declared a pandemic by the world health organization (*Measures Self Esteem Chiu 1988.Pdf*, n.d.). Various countries have implemented isolation, namely the separation of sick people with infectious diseases from people who are not infected to protect people who are not infected (*Measures Self Esteem Chiu 1988.Pdf*, n.d.).

Quarantine is also applied, namely restrictions on the movement of people who are suspected of having contracted an infectious disease but are not sick, either because they are not infected or because they are still in the incubation period (Thoma et al., 2021). Medical quarantine is considered as one of the most important and effective ways to prevent the spread of infectious diseases in modern times (Vizeu, 2015).

Various countries have implemented social distancing designed to reduce interactions between people in the wider community (Normore, 2006), where individuals may be infected but have not been identified and thus have not been isolated. Another perspective states, if social distancing is seen as insufficient in fighting Covid-19 (Shahin et al., 2014), then

what is needed is social containment ("social confinement") on a large scale (Thoma et al., 2021).

Social containment is a government intervention applied to an entire community, city or region, specifically designed to reduce personal interaction, except for minimal interaction to ensure vital supplies Smith & Freedman (2020). Indeed, as some experts suspect, if prevention policies fail and social distancing measures cannot be maintained until a vaccine is available (Appelbaum et al., 2015), the next best approach is to use interventions that reduce mortality and prevent over-infection. (Banstola et al., 2020) suggests that learning achievement is the maximum effort achieved by a person after carrying out learning efforts (Appelbaum et al., 2015). (Jenkins et al., 2018) says that learning achievement is evidence of learning success or a student's ability to carry out learning activities in accordance with the weights achieved. Basuki, Love. 2015:121) states that learning achievement is a variety of abilities that students have after they receive a learning experience (Appelbaum et al., 2015). Student achievement consists of various abilities according to the learning objectives experienced by students (Codreanu, 2011). In order to form and build optimal learning achievement, the learning objectives should be in accordance with the talents and potential of students and accord-

ing to the conditions of the learning environment(Mallén et al., 2015).

According to (Yin et al., 2021)learning achievement is influenced by two kinds of factors, namely internal factors (sourced from within students) and external factors (sourced from outside students), problems, communicating, and mutual respect(Mallén et al., 2015). There are three functions of learning motivation, namely the first is to encourage humans to act, so as a mover or motor that releases energy(Lin, 2012). Motivation in this case is the driving force of every activity to be carried out(Lin, 2012). The second is to determine the direction of action, namely towards the goal to be achieved. According to Dalyono (Yin et al., 2021)the success or failure of a person in learning is due to several factors that influence the achievement of learning achievement(Lin, 2012), which comes from within the person who learns (internally) including health(Chawla, 2014), intelligence and talent, interests and motivation, and ways of learning and there is also from outside him (external) includes the family environment, school, community, and the surrounding environment(Chiang et al., 2011).

Mawarsih, (Yin et al., 2021)suggest that the basic function of the family is to provide a sense of belonging, security, affection and develop good relationships among family members(Chiang et al., 2011). Children are the responsibility of parents, therefore parents should try to give the best for their children(Muchiri & Ayoko, 2013). Learning achievements of (Yin et al., 2021)are various abilities that students get from the learning process, in accordance with the learning objectives(Iii et al., 2012). Learning achievement is the end product of a learning process(Pennaforte & Drysdale, 2016). The ability to use knowledge and learning concepts is the basis for improving student achievement. Given this existence, learning achievement does not stand alone, but it is attached to many other factors(Kim, 2014).

Regarding learning achievement (Yin et al., 2021)it is divided into two parts, namely: First, student learning outcomes are mastery of skills that are deliberately cultivated at one time and in certain units of material(Iii et al., 2012). Second, learning outcomes are the difference between skills at the beginning and end of the teaching and learning process(Pennaforte & Drysdale, 2016). Reward and punishment is a learning method commonly used by educators in order to increase student learning motivation, because whatever students do, they will get rewards, be it gifts or punishments(Muchiri & Ayoko, 2013). Basically the reward and punishment method has the same goal, namely as reinforcement for the achievement of student learning independence (Yin et al., 2021). Learning achievement is the result

achieved by a person after he made changes to learning, both at school and outside school(Muchiri & Ayoko, 2013).

METHOD

The ultimate goal of this research is the arrangement of the SI - Gabby application (Student Learning System) to improve student achievement(Muchiri & Ayoko, 2013). The application framework is based on theoretical, empirical studies, and objective conditions of the implementation of the school learning system at Learning Activity Studio (SKB) Therefore, this study uses research and development methods and designs based on the principles and steps of Borg & Gall.

Borg & Gall (1983:775) steps that must be taken in research and development, among others: (a) preliminary study, (b) planning, (c) development of hypothetical applications, (d) study of hypothetical applications, (e) revision, (f) limited trial, (g) revision of test results, (h) wider trial, (i) revision of the final application, and (j) dissemination and socialization. However, in this study the ten steps will be modified into six steps that are tailored to the needs of the study. The six steps are as follows:

Stage 1

Researchers conducted a preliminary study at Learning Activity Studio (SKB) Regency by identifying the fulfilment of needs that were oriented towards learning achievement and photographing the objective conditions of the implementation of the learning system in schools(Muchiri & Ayoko, 2013). After that, the researchers conducted a theoretical study of the concept of learning achievement related to the formal provisions for the implementation of the school learning system at Learning Activity Studio (SKB) and analyzed the results of relevant previous studies(Iii et al., 2012). The final step is to compare the conditions found in the field with the ideal concept, both learning achievement and the implementation of the school learning system in order to see the level of gap between the objective conditions and the ideal conditions(Iii et al., 2012). The level of the gap is then used as the basis for compiling a hypothetical application(Company, 1995).

Designing a conceptual application of an Android-based school learning system to improve student learning achievement which was developed based on theoretical studies(Kim, 2014), objective conditions for implementing the school learning system at Equality education objective conditions for learning achievement levels, studies of relevant previous research results, and provisions formal implementation

of the school learning system at Learning Activity Studio (SKB)

Stage 2

Designing the “final” application for an Android-based school learning system to improve student achievement (Bynum, 2011). The results obtained from the field test/empirical test are then analyzed to serve as the basis for perfecting the tested application 1 (Yılmaz & Taşdan, 2009). This improvement was carried out collaboratively between researchers and school principals and teachers (Huang et al., 2012; Oza et al., 2007). After that process, the 2nd stage tested application is produced (tested application 2/final application) (Huang et al., 2012). The steps taken by researchers at this stage are as follows: (a). Evaluating the results of the field test of the Android-based school learning system application. (b) Improve collaborative android-based school learning system applications. (c) Compiled final application.

RESULTS AND DISCUSSION

Based on the research objectives, the results of this study include a description of the implementation of learning at Learning Activity Studio (SKB), student achievement levels at Learning Activity Studio (SKB), student learning system models, and the effectiveness of the model developed to improve student achievement at Learning Activity Studio (SKB) (Wen et al., 2016).

An explanation of the description of the implementation of learning in the field was obtained through a preliminary study aimed at obtaining preliminary data in the form of empirical data about the implementation of learning services at Learning Activity Studio (SKB) as well as a description of the level of student achievement (Yin et al., 2021). The results of the preliminary study, coupled with a review of relevant literature and research (Peyrat-Guillard & Glińska-Newes, 2010), are taken into consideration by researchers in developing a model of student learning systems (Yin et al., 2021).

The results of the preliminary study to find out the description of the implementation of learning services at Learning Activity Studio (SKB) were by conducting interviews with 5 social studies teachers and observing when social studies teachers carried out learning services (Banstola et al., 2020). In more detail, the results of this preliminary study relate to learning planning, implementation of learning, stages of learning services, materials in learning, learning support competencies, evaluation and follow-up, and barriers to learning implementation (Ahmed et al., 2020).

Based on interviews with social studies teachers at Learning Activity Studio (SKB) about the planning of

learning services, it was found that the planning of learning services had been planned in the program of learning activities (Yin et al., 2021). In planning the lesson, the Social Studies teacher collects student data by distributing a list of student needs through IKMS (Identification of Student Problem Needs) and DCM (Student Problem Check List), as well as making observations. From the data collection activities, then the data is processed and a learning service program is made in which there is an intensive program (Erkutlu, 2011). Learning programs are made in the form of annual, semi-annual, monthly, weekly, and daily programs (Ahmed et al., 2020). Planning for learning services in the learning program is carried out three times in one semester (Erkutlu, 2011). Social studies teachers also make plans for implementing learning services in providing materials (Lieberman, 2006). The target in learning activities is low learning achievement (Banstola et al., 2020).

With this, the purpose of the learning services that have been implemented so far is to overcome these problems. (Ahmed et al., 2020) Based on the results of interviews about the implementation of learning, Learning Activity Studio (SKB) have implemented learning services (Lieberman, 2006). The implementation of learning usually uses the learning room, sometimes also in the classroom or in the prayer room (Yin et al., 2021). The implementation of learning services aims to provide information to a group of students, train communication, and discuss actual problems among students (Ahmed et al., 2020).

In carrying out social studies teachers only use discussion techniques and are aimed at alleviating student problems (Shanker, 2016), being more active, providing more commanding interventions than providing stimulation to foster initiative in students, and often being the sole determinant in deciding the outcome of the services provided (Myrsiades, 1987). Given (Banstola et al., 2020). This condition shows that social studies teachers do not provide opportunities for students to express their opinions freely because they think it is too long so it will take up a lot of time (Myrsiades, 1987). This means that the learning carried out is not focused on students as group members because the role of students in each stage tends to be neglected (Lambert et al., 2012). They only become active listeners of what is conveyed by the social studies teacher, so that there is no effective, dynamic, and open multi-way communication (Kamani & Namdari, 2012). In the end, the dynamics of the group which is the “spirit” of service activities are not created properly (Banstola et al., 2020). Therefore, it can be assumed that the implementation of learning in Learning Activity Studio (SKB) has not utilized student experience as learning because if it is applied students will understand more

about the material that has been obtained when learning (Kamani & Namdari, 2012). The stages of implementing learning services are ideal (citing the stages of learning services developed by Prayitno) should pass through the formation stage, the transition stage, the activity stage, and the termination stage (Banstola et al., 2020).

Operationally, the 4 stages are carried out in accordance with the techniques, treatments, and objectives to be achieved from the learning service (Imamoglu et al., 2019; Ivanov et al., 2020; Suhariadi, 2016). Based on the results of interviews and observations, there are gaps in the implementation of learning in Equality education with the ideal concept. Formation Stage (Mogotsi et al., 2011). Activities that should be carried out at the formation stage include: (1) openly accepting the presence of group members and saying thank you; (2) lead the prayer; (3) explain the meaning and purpose of learning services; (4) explain how to implement learning services; (5) explain the principle of learning services; (6) time agreement; (7) the introduction continues with the game (Huey Yiing & Zaman Bin Ahmad, 2009).

Based on the results of observations and interviews, at this stage the social studies teacher did not explain the meaning, objectives, or principles of implementing learning services (Cohen et al., 2009; Cortina et al., 2016; Sugiarti & Erlangga, 2017a). The social studies teacher just greeted and thanked the group members for their presence (Carlyle, 2008). Introductions between group members were also not carried out because the social studies teacher assumed that the group members already knew each other (Mangi, n.d.). There is no formation game at this stage, even though the formation game is the initial stimulus to create dynamics between members in the group (Lu et al., 2010). Group members tend to be passive, so that their roles do not appear optimal at the formation stage. (Cortina et al., 2016).

Transition Stage. At the transitional stage there are at least 4 main activities that should be carried out by social studies teachers, namely: (1) explaining the activities that will be taken at the next stage; (2) question and answer about the readiness of group members; (3) understand the atmosphere that appears that is not in accordance with the expectations of the group; (4) increase the participation of group members. At this stage the social studies teacher only asked about the readiness of group members to take part in the next stage (namely the activity stage), while other activities were not carried out (Cortina et al., 2016). Until this second stage, the role of members in the group has not yet been seen, they still tend to be passive. (Cortina et al., 2016)

Indonesia spontaneously implemented a policy of learning from home (Choi, 2014; Dillard et al., 1994;

Islam, 2013; Khan et al., 2016; Shang et al., 2010), working from home, and worshiping at Darma-laksana's house, Corona Hadis (2020) (Barman-adhikari et al., 2016a; Huffman, 2015b; Limbos & Casteel, 2008). (Padgett et al., 2017) This situation requires a solution of leadership that is the demand of the 21st century Mihardjo & Rukman (2018). Education in the WFH period during the WFH period needs to strengthen online learning (Brander et al., 2012). Online learning has become a demand in the world of education since the last few years He, Xu, & Kruck, (2014). Face-to-face learning is considered closed and understood as a traditional model, so better learning facilities are needed with the use of information technology by Panigrahi, Srivastava, & Sharma (2018). In the implementation of online learning, it is very possible for a coordination to take place between all parties Tolsteneva, Gruzdeva, Katkova, Prokhorova, & Lagunova (2019).

Through online learning, higher education will create a modern learning environment Huda, et al., (2018) (Cohen et al., 2009). It is recommended that online learning should not be a supplement that only provides additional benefits Williams, Birch, & Hancock (2012) (Bosscher, 2013). It is also recommended that online learning is not informal, unstructured as happens in everyday life when people access the internet Holland (2019) (Somech, Anit: Drach-Zahavy, 2004). Experts direct that all resources must be mobilized for the creation of online education which is currently underway to become mainstream by 2025 Palvia, et a (2018)

On the other hand, various platforms can be used to support online learning in Bensalem (2018). Among others, there have been a growing number of online writing courses at King, Keeth, & Ryan (2018) school (Government of Indonesia, 1999). It was reported that students had a positive attitude towards online learning compared to face-to-face lectures Aghajani & Adloo (2018). It is stated that online learning is an alternative to face-to-face learning curriculum Shepherd R. P., (2018). Several studies have shown that online learning evaluation produces significant effectiveness. Baldwin, Ching, & Hsu (2018). In this case, the teacher plays a role in reviewing student work by first conveying the procedure for writing Coit (2014) (Vasquez, 2010). In the context of implementing the student-centered educational paradigm, the evaluation of improving the quality of writing is carried out by comparing the first and last texts of It was emphasized that students were satisfied with the implementation of online learning by Maha, Shazia, & Jehan (2016) (Vasquez, 2010) One of the learning methods used by the education system in Indonesia is online or the abbreviation of the network.

Online or online is a learning method that is carried out online. While online learning is learning that is wholly or partly held online or online, using the Ristekdikti learning management system (2017). In achieving the achievement of a student requires a learning management system that is able to move it Sarwar (2013)(Liu, 2015). The Learning Management System is the overall driving force in the online system that can help learning activities, which ensure the continuity of learning activities and which provide direction to learning activities, so that the goals desired by the learning subjects can be achieved. Sadirman, (2008).

Learning management systems can be influenced by the use of smartphones because in addition to accessing new knowledge more quickly, the use of smartphones by students is mostly used for communication through social media, playing games, Augusta (2017)(Cortina et al., 2016; den Boer et al., 2021). The analysis carried out by researchers is that there is no learning management system that helps teachers and students in learning. It can be seen that students are only present in the Google Classroom to just fill in the absences and do the assignments given(Liu, 2015). For this reason, researchers are interested in conducting research on the application of online-based learning systems. There is no specific strategy or method used by social studies teachers to increase the participation of group members. Therefore, it can be concluded that at the transitional stage, technological values have not been integrated(den Boer et al., 2021).

Activity step. The main activities that should be carried out at this stage include: (1) determining the topic of discussion; (2) the provision of techniques and treatments in accordance with the topic of discussion and the objectives to be achieved; (3) in-depth and thorough discussion of the topic; (4) conclude the results of group activities. In practice, the activities carried out tend to be lectures/advice given by social studies teachers to group members(Sadideen & Kneebone, 2012). Social studies teachers are more active in the group(den Boer et al., 2021). This condition occurs because the main purpose of implementing learning services is to alleviate the problems that are being experienced by group members (casuistic in nature), giving rise to the perception that social studies teachers must provide more opinions in the group(den Boer et al., 2021; Sun, 2014). Group members do not show their role optimally because they feel they are the "problematic" parties(Berkovich, 2016; Sun, 2014). The communication that occurs is not multi-directional. In a situation like this, social studies teachers have not applied the right way/strategy to foster group dynamics(den Boer et al., 2021).

Termination Stage. Activities carried out at the termination stage include: (1) explaining that learning service activities will be terminated; (2) immediate assessment of understanding, comfort, action(Sun, 2014). Orally/written through the laise sheet; (3) discussion of follow-up activities. At this stage the social studies teacher did not provide conclusions from the activities that had been carried out(den Boer et al., 2021).

From the explanation above, the researcher concludes that basically the implementation of learning services at Equality education has passed the standard stages (the stages of formation, transition, activity, and termination) but the activities carried out in each stage are not in accordance with the concept set forth. ideal(den Boer et al., 2021). There are still important activities at each stage that are not carried out by the social studies teacher as a group leader(Sun, 2014). In addition, the values of technology have not been integrated at every stage of learning services, so that service effectiveness is not optimally achieved(den Boer et al., 2021; Moira, 2006)(Moira, 2006)

Based on interviews with social studies teachers at Learning Activity Studio (SKB) about learning service materials(Moira, 2006), it was found that the material discussed was in accordance with the needs of students because it discussed the problems that were currently experienced by students(den Boer et al., 2021). Social studies teachers realize that their competence in implementing learning services currently still needs to be improved. In order to be able to carry out learning services ideally(*Fayetteville Schools Retain Deal with It!*, 2006), social studies teachers should have pedagogic competence, competence, and competence personality, social competence, and professional competence(Smith Daniella.Smith@unt.edu, 2014). If it is adjusted to the characteristics of students and environmental conditions at Learning Activity Studio (SKB), social studies teachers need to understand that to be a good group leader, not only academic skills are needed, but personal skills, social skills, and vocational skills are also important to have(Martin & Dowson, 2009). (den Boer et al., 2021)However, in implementing learning services, social studies teachers at Learning Activity Studio (SKB) have not fully optimized their potential, so the effectiveness of the services provided has not been achieved(Yang, 2014).

Learning Activity Studio (SKB) the average number of social studies teachers has an undergraduate social studies background(Lippstreu, 2010). The number of students in junior high school is 864 students, so that each social science teacher has approximately 287 students(Maitra, 2017a). This shows that there is no conformity with the rules in government regulation no. 74 of 2008 article 1 paragraph 6 states

that the workload of one social studies teacher in a school is to provide guidance to 150 students annually. Evaluation on the implementation of learning services at Learning Activity Studio (SKB) was carried out using immediate assessment (laiseg) and long-term evaluation (Sarah, 1999). Laiseg aims to determine how far students' understanding of learning services and understanding of the material obtained. Long-term evaluation is done by observing the attitudes and behavior of group members that they display in their daily activities (Sarah, 1999).

In conducting long-term evaluations, social studies teachers collaborate with student teachers. However, an evaluation of the process of implementing learning services has never been carried out, so it is not known with certainty the advantages and disadvantages of implementing these services (Dean, 2001). Therefore, social studies teachers do not have a definite reference that can

Social studies teachers only carry out 1 learning service for 1 problem/topic of discussion (Koçak & Burgaz, 2017). If there is no change in the attitude and behavior of group members, the social studies teacher usually gives a written warning (Rhine, n.d.). The main factor that supports the implementation of learning services at Learning Activity Studio (SKB) is the existing facilities and infrastructure at the school (Rhine, n.d.). The space provided for carrying out learning services is representative with good air circulation and lighting (Marcus, 2002). Supporting tools such as LCD, active speakers, laptops are also available (Cullen et al., 1999). However, social studies teachers do not take advantage of these tools when carrying out learning services because of their limited ability to operationalize them (den Boer et al., 2021).

The obstacles that exist in the implementation of learning services can be seen from several aspects. First, in terms of time (Cullen et al., 1999). Social studies teachers have never programmed the implementation of learning services specifically, these services are more incidental so there is no clarity on when the learning services will be implemented (Dauda & Mawoli, 2012; Inayatullah & Jehangir, 2012; Sinclair & Jhon, 1999). Social studies teachers usually carry out learning services when there are empty lesson hours (Huffman, 2015a). If there are no empty lesson hours, but learning services have to be carried out, the social studies teacher will carry it out after school hours (Cortina et al., 2016).

In fact, if the learning service is carried out after school hours (Cook, 1997), the students who are members of the group already feel tired and not enthusiastic anymore (Huffman, 2015a). This condition is one of the causes of service ineffectiveness because group members do not play an active role (den Boer et al., 2021).

Second, in terms of cost. Although the facilities and infrastructure are representative, there is no budget/cost specifically provided by the school to carry out learning services (Egbert & Pérez-Mercader, 2016). Therefore, social studies teachers cannot provide the materials needed for the implementation of learning services if these materials are not available in schools (den Boer et al., 2021) (Egbert & Pérez-Mercader, 2016).

Although it is not the most important thing, the completeness and availability of materials in learning services also affects the effectiveness of the services implemented. Third, students who are members of the group (Scholtens, 2010). Students who are selected to become group members are usually dominated by those who are experiencing problems related to disciplinary violations (Berman & Julie, 1994) (Scholtens, 2010).

They still consider the implementation of learning services as a form of punishment given by the school (Johan & Najjar, 2010). This view causes group members to become unenthusiastic in participating in services, so that the group dynamics that become the "spirit" of activities are not created optimally (Fernandez-Izquierdo & Matallin-Saez, 2008) (Fernandez-Izquierdo & Matallin-Saez, 2008). Fourth, from the perspective of social studies teachers (k. The background of social studies teachers in junior high schools, not all of whom have a bachelor's degree in education, are the main factors causing the low quality of learning service delivery (Cortina et al., 2016).

The social studies teacher's workload is too much. In addition, from the 4 junior high schools I interviewed (Humphrey et al., 2016) in junior high school, 1 social studies teacher was given a task outside the field of learning, the large number of tasks carried out became an obstacle for social studies teachers to deepen and update topics/materials that were in accordance with student needs, including topics/materials about achievement (Wang et al., 2011). Fifth, the policy of the principal (Cortina et al., 2016). One strategy to develop the competence of social studies teachers is to attend seminars and training relevant to the field of learning (Ferruz et al., 2012).

The obstacle that social studies teachers often encounter in participating in these activities is permission from the principal (Barman-adhikari et al., 2016b). Sixth, in terms of homeroom teachers and subject teachers (den Boer et al., 2021). Basically homeroom teachers and subject teachers have played a role in the implementation of learning services, especially in selecting students who will become group members and during follow-up (case conferences) (Erkutlu & Chafra, 2016). However, the wrong understanding by homeroom teachers and subject teachers to the objectives/functions of learning ser-

vices resulted in inaccuracy in the selection of group members (Cortina et al., 2016). So far, the criteria used as a reference by homeroom teachers and subject teachers is to look at the level of violations committed by students (Barman-adhikari et al., 2016b). Homeroom teachers and subject teachers still think that learning services are only given to students with problems (Cortina et al., 2016).

The description of the condition of student achievement in Learning Activity Studio (SKB) is obtained from the results of the distribution of the achievement scale. Based on the achievement scale given to 130 grade VII students at Learning Activity Studio (SKB) (den Boer et al., 2021), The level of student achievement in the high category was 12 students (9.23%), the medium category was 79 students (60.8%), the less category was 32 students (24.6%), and the low category was 7 students (5.38%). This data reinforces the basic assumption that the level of student achievement at Learning Activity Studio (SKB) still needs to be improved (Miao, n.d.).

Based on the results of a preliminary study on the level of student achievement in Learning Activity Studio (SKB) (Maitra, 2017b). For research purposes (US Fed News Service, 2009), the researcher took 10 students by purposive sampling as group members who would later be given learning services using Si Gabby (Online, 2004). Test the effectiveness of student learning system applications to improve student achievement at Learning Activity Studio (SKB). analyzed by non-parametric statistics through the Wilcoxon test (Du & Chen, 2018). The following are the results of the effectiveness test of the developed model on the acquisition of a total achievement score (Bakker et al., 2020).

Learning achievement is sometimes equated with learning outcomes. Based on syllables, Presati and learning have different meanings and are closely related (Ali et al., 2018). In general, achievement will appear after doing a lesson (Bakker et al., 2020; McKnight et al., 2020). Faithful learning process will produce learning achievement, it's just very different in terms of quality and quantity for each individual who carries out learning activities (Sadovyy et al., 2021).

Based on the explanation above, achievement is impossible for someone who does not make an effort (Sugiarti & Erlangga, 2017b). Efforts must be made in the form of earnest efforts (Sugiarti & Erlangga, 2017c). The results or achievements obtained will be proportional to the efforts made. So that achievement is authentic and representative evidence of what has been strived for (Sugiarti & Erlangga, 2017b).

Experts provide different interpretations of learning achievement, according to which point of view

they highlight it. But in general they agree that learning achievement is the "result" of an Wjs activity. Poerwadarminta argues that achievement is a result that has been achieved (done, done and so on), while according to Mas'ud Hasan Abdul Qohar argues that achievement is what has been created, the result of work that pleases the person who gets it through tenacity, while Nasrun Harahap argues that Achievement is an educational assessment of the development and progress of students with regard to mastery of the subject matter presented to them and the values contained in the curriculum (Vizeu, 2015).

Achievement is the result that a person has achieved in carrying out activities. Gagne (1985:40) states that learning achievement is divided into five aspects, namely: intellectual abilities, cognitive strategies, verbal information, attitudes and skills. According to (den Boer et al., 2021) that learning outcomes are divided into three aspects, namely cognitive, affective and psychomotor. Achievement is the result of an activity that has been done, created both individually and in groups (Cortina et al., 2016)

The word achievement comes from the Dutch "Prestasic" which means the result of effort. In the Big Indonesian Dictionary, Learning Achievement is defined as the result of an assessment obtained from cognitive schooling activities and is usually determined through measurement and assessment. Based on the results of the calculations in table 4.14 for the total Wilcoxon test, a significance value of $0.005 < 0.05$ was obtained so that H_a was accepted and H_0 was rejected. Therefore, it can be concluded that the student learning system is effective in improving student achievement. (Cortina et al., 2016)

This learning model with technology was developed based on an analysis of the combination of empirical findings in the field, namely the implementation of learning and student achievement levels at Equality education, and conceptual learning rules, formal provisions for implementing learning, and system concepts. This study goes through 6 stages, namely: preliminary study, designing a hypothetical model, feasibility test of a hypothetical model, improvement of a hypothetical model (Tested I), field test (empirical test) of a hypothetical model, and final product results (Tested II).

Researchers conducted a preliminary study at Equality education by identifying the fulfillment of the actual needs of students oriented to improving student achievement and photographing the objective conditions of the implementation of learning services in schools. After that, the researchers conducted a conceptual study of the concept of achievement, formal provisions for the implementation of learning services in junior high schools, and an analysis of the results of previous relevant studies. Learning

achievement is sometimes equated with learning outcomes. Based on syllables, Presati and learning have different meanings and are closely related. In general, achievement will appear after doing a lesson. Faithful learning process will produce learning achievement, it's just very different in terms of quality and quantity for each individual who carries out learning activities.(Cortina et al., 2016)

Based on the explanation above, achievement is impossible for someone who does not make an effort. Efforts must be made in the form of earnest efforts. The results or achievements obtained will be proportional to the efforts made. So that achievement is authentic and representative evidence of what has been strived for. Experts provide different interpretations of learning achievement, according to which point of view they highlight it. But in general they agree that learning achievement is the "result" of an Wjs activity. Poerwadarminta argues that achievement is the result that has been achieved (done, done and so on), while according to Mas'ud Hasan Abdul Qohar argues that achievement is what has been created, the result of pleasing work that is obtained by means of tenacity, while Nasrun Harahap argues that achievement is an educational assessment of the development and progress of students with regard to mastery of the subject matter presented to them and their values. contained in the curriculum(Cortina et al., 2016)

Achievement is the result that a person has achieved in carrying out activities. Gagne (1985:40) states that learning achievement is divided into five aspects, namely: intellectual abilities, cognitive strategies, verbal information, attitudes and skills. According to Bloom in Suharsimi Arikunto (1990:110) that learning outcomes are divided into three aspects, namely cognitive, affective and psychomotor.(den Boer et al., 2021) Achievement is the result of an activity that has been done, created both individually and in groups (Djamarah, 1994:19). The word achievement comes from the Dutch "Prestasic" which means the result of effort. In the Big Indonesian Dictionary, Learning Achievement is defined as the result of an assessment obtained from cognitive schooling activities and is usually determined through measurement and assessment. Based on the results of the calculations in table 4.14 for the total Wilcoxon test, a significance value of $0.005 < 0.05$ was obtained so that H_a was accepted and H_o was rejected. Therefore, it can be concluded that the student learning system is effective in improving student achievement.

This learning model with technology was developed based on an analysis of the combination of empirical findings in the field, namely the implementation of learning and student achievement levels at Equality education, and conceptual learning rules,

formal provisions for implementing learning, and system concepts. This study goes through 6 stages, namely: preliminary study, designing a hypothetical model, feasibility test of a hypothetical model, improvement of a hypothetical model (Tested I), field test (empirical test) of a hypothetical model, and final product results (Tested II).

Researchers conducted a preliminary study at Equality education by identifying the fulfillment of the actual needs of students oriented to improving student achievement and photographing the objective conditions of the implementation of learning services in schools. After that, the researchers conducted a conceptual study of the concept of achievement, formal provisions for the implementation of learning services in junior high schools, and an analysis of the results of previous relevant studies. The final step is to compare the conditions found in the field with the ideal concept, both achievement and implementation of learning services in order to see the level of gap between the objective conditions and the ideal conditions(Cortina et al., 2016). The level of the gap is then used as the basis for designing a hypothetical model.

Based on the results of empirical studies in field studies, it can be assumed that there are several results, namely learning has been programmed in the learning program but in its implementation it has not been maximized, this is due to several obstacles both in terms of facilities and infrastructure, time, students, subject teachers or counselors and so on. Therefore, in particular, learning with online learning system techniques has never been carried out at Equality education. The topic of achievement has never been discussed in learning services at Equality education, because social studies teachers do not have a special program on this topic. Of the 130 students who were given a psychological scale of student achievement in the high category as many as 12 students (9.23%), the medium category was 79 students (60.8%), the poor category was 32 students (24.6%), and the low category was 7 students (5.38%).

The results of the discussion of the preliminary study above indicate that student achievement at Equality education still needs to be improved. The learning that has been given so far has not been able to accommodate the increase in student achievement due to various obstacles that occur in its implementation. Therefore, it is necessary to develop learning services both in terms of content and how to implement it. The right concept applied in learning to improve student achievement is technology because students can learn through the transfer of experience from themselves and others.

Based on the analysis of the implementation process of the developed model as well as the results

achieved by group members, it proves that the student learning system is effective in improving student achievement at Equal Education. Indications of the success of the service implementation process can be seen from the roles carried out by counselors and group members at each stage, both the stages of formation, transition, activity, and termination where at the activity stage the counselor counselor applies the stages of the online learning system so that it is well internalized to all members of the group. While the effectiveness of the service is evidenced by the results of the achievement scale which shows an increase in the results of the initial evaluation and final evaluation on the total score of achievement.(den Boer et al., 2021)

The increase in student achievement is 45 points or equal to 20.00%. Based on the calculation results of the Wilcoxon test, a significance value of $0.005 < 0.05$ was obtained, so that H_a was accepted and H_o was rejected. Therefore, it can be concluded that the student learning system is effective in improving student achievement in Equal Education. By carrying out activities through games, media films, role playing and animate group dynamics effectively to improve student achievement. The better in providing a student learning system, the more

Kolb (1984) argues that knowledge is the result of a combination of understanding and transforming experience. In addition to Kolb, Davis (1990) also argues that achievement cannot be taught directly as a skill, but teachers / educators in schools can help develop it on the subject by providing a number of experiences that can increase self-awareness, skills to understand others, awareness about the welfare of others. others and respect and tolerance for differences.(den Boer et al., 2021)

Research Casanovas, et al (2010) which shows that learning brainstorming through an online learning system significantly increases the fluency and flexibility of the ideas generated. The results also show an increase in the number of creative ideas.

Thus, the learning quality of the online learning system includes: personal involvement of students, initiative, evaluation by students themselves and their lasting effects on students. Online learning system techniques provide opportunities for students to decide what experience they focus on, what skills they want to develop, and how they conceptualize the experiences they have experienced so that it can be said that the results of research and development of online learning systems for improving student achievement is effective, meaning that there is a match between theory and data in the field.(den Boer et al., 2021)(den Boer et al., 2021)

CONCLUSION

Based on the results of the analysis of calculations and discussions, the conclusions that can be drawn are: 1) The application of the student learning system (SI – Gabby) in accordance with Equal Education 2) The application of the student learning system (SI – Gabby) is effective in improving achievement studied Equal Education.

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