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IMPLEMENTATION OF ADVANCE ORGANIZER MODEL TO INCREASE SOCIAL STUDIES LEARNING OUTCOMES IN ECONOMIC EDUCATION SRIWIJAYA UNIVERSITY (UNSRI)

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ABSTRACT : This research aims to improve the activities and learning outcomes which used advance organizer model in economic education FKIP Sriwijaya University. It used classroom action research method, observation and tests for the data. Observation is used to collect data activities studies in economic education UNSRI, tests are used to collect learning outcomes. Analysis of survey data using qualitative descriptive technique to percentage student learning activity and categorize the data of student learning outcomes in each cycle. First cycle there are eight students in good category (22,22%), second cycle an increase, there are two students obtain very good learning results (5,56%), and the last cycle there are seven students (19,44%) obtain very good learning results. The concluded, there is an increase students learning activities and increase learning outcomes social studies using advance organizer in FKIP UNSRI.

Keywords : *learning outcomes, advance models organizer, social studies*

Introduction

Essentially of learning is a system or process

to learn which planned or designed, implemented, and evaluated systematically so that learners can

achieve learning goals effectively and efficiently.

Learning consists of learning objectives, learning materials, models, strategies and methods of

learning, instructional media, organizing classes,

learning assessment, and follow-up study (remedial and enrichment) . In other words, learning is a process of education, as an activities which aim to learn a learners.

Social studies as an integral part of the education system in Indonesia, directed his position

on two concepts, namely: a concept of social

science at school and a concept of social science for college especially teacher education (Winataputra,

2007). Social studies for college (Institute of

Education Workforce Education/LPTK), is a selection and organizing scientific and metapsycho-pedagogical of the social studies, humanities and other disciplines that are relevant for the purpose of professional education social studies. Social studies notch in the broader context seems quite prospective. Dahlan (Winataputra

2007), social studies as integral human development strategic efforts in globalization. According Alfian, the role of social studies in the perspective development of science and technology in Indonesia should focus on developing strong discipline, perseverance exceptional, integration firm, high prestige, a sense of high responsibility and dedication (Winataputra 2007). Therefore, the learning process should be continuously improved social studies.

The reality, in a social studies still many obstacles in its delivery due to many factors. One of them is the selection of instructional model that is still not right. Still rely on direct learning model, where the dominant role of the teacher in the learning activities. Likewise with the learning process in social studies in economic education, most college students seem less interested, less passionate and tend to be inactive. This is shown by the attitude of the less enthusiastic when learning in class, the low response to feedback from students to answer the questions and explanations as well as focusing less. If students are given the opportunity to ask only a few people who take advantage of that opportunity. And if given the question most students do not try to answer. In addition, factors causing unnecessary downtime for the students in the study are not yet dared to express an opinion and showed her skills on the results obtained, so that student results have not been optimal. Learning outcomes social studies at odd semester 2014-2015 has not been optimal, there are 16, 21% of students gained grades C although there were already reached 59.46% and 24.32% B grades student receives a grade A. This fact shows still must be improved learning process that involves students actively involved in learning.

Activeness of college students in class can be seen from participating in carrying out the task of learning , engage in problem solving, ask another student or the professor if it does not understand the problems.

Efforts to implement good learning, enhance the activity and results of student learning takes appropriate learning models. Learning model that can involve participants actively engage learners, skilled, creative, and adaptable to the environment. One of model learning that can be used in the process learning, that is processing the information. According to Ausubel (1960) at Dahar (1989 : 112), if the learning process is applied then the information processing model will effect meaningful learning .Meaningful learning is a process where new information that comes from learning environment with relevant concepts contained in the cognitive structure of learners. Therefore, the task of the teacher as the designer of learning should be able to

help learners to find concepts that are relevant , and use these concepts in the cognitive structure of students to assimilate new concepts that will be taught by teachers that effect meaningful learning can take place by the students themselves. In this case the advance organizer learning, which is expected in the cognitive structure of students will create a model framework to think about a topic that is useful to start learning a new lesson, so that meaningful learning can take place in the college student. Through this model, the learner is expected to be more focused and found a relationship between learning interrelated, their initial ideas and knowledge.

Objectives

1. Teaching and Learning

In our life, we can never be separated from

learning activities, both during the activity itself, or in a group. Learning by Slameto (2003:2) is "a process attempts person to obtain a new change in behavior as a whole, as a result of his own experience in interaction with their environment". This means that learning is a process for obtaining a new behavior changes as a result of experience in the interaction with the learning environment. Djamarah and Zain (2002: 11) said, learning is "the process of behavior change due to experience and practice". Furthermore, according to Pribadi (2011:6) learning is an activity undertaken by a person in order to have competence in the form of skills and knowledge required, learning can also be seen as a process of elaboration in search of meaning by individuals. Witherington in M. Ngalim (2003:81) said, learning is an act within the personality who claimed to be a new pattern of reaction in the form of skills, attitudes, habits, intelligence or an understanding ". Deep understanding of the maximum and will facilitate the process of learning to do. Sardiman, et al (2005:

2) argues that learning is:

a complex process that happens to everyone and lasts a lifetime , from infancy

to the grave later. One sign that a person

has to learn is a change in her behavior . Changes in the behavior changes which are

concerning both knowledge (cognitive) and

skills (psychomotor) as well as those concerning values and attitudes (affective). Based on some of the above opinion can be

concluded that learning is a process that happens to everyone consciously and deliberately to obtain

behavioral changes in cognitive, affective, and psychomotor that is relatively permanent. Thus in learning characterized by indicators, process, deliberately, consciously, to increase knowledge, skills, and attitude.

The meaning of learning is closely linked to the notion of learning and teaching. Teaching and

learning occur together. Learning can occur without

a teacher or without formal teaching and learning other, while teaching covers everything that

teachers do in the classroom. According Darsono

(2000:24), learning can be defined as an activity undertaken by teachers such that the behavior of learners changed for the better .

Tilaar (2002: 128) suggests learning is a means and a way how a generation of learning, or

in other words how a learning tool that is effectively used. It is certainly different from the learning

process that is defined as the manner in which the

learner's own and access the content itself. According Miarso (2011:144), to interpret the term learning as an activity or activities that focus on the conditions and interests of learners. And according to Gagne (2005) in Daryanto (2010:27), learning is defined as "a set of events that embeddee inpurposeful activities facilitate learning". Learning is a series of activities which deliberately created with the intention to facilitate the learning process. This means that learning is an attempt learning college students, thus learning strategies and the ways art means to use all the learning resources in an effort learning students (Wena,

2009: 2). Learning is an activity in the form of teaching and learning interactions in an educational

atmosphere, the interaction of conscious purpose,

meaning interaction has been earmarked for a specific purpose at least is the instructional

objectives or learning objectives have been

formulated in units lesson.

Assumptions underlying the nature of learning according Sudjana (2005:25), 1)

Events learning occurs when the subject students to actively interact with a learning environment that is

governed by his teacher, 2) The process of learning requires effective strategies and methods / technology education right, 3) Program learning is

designed and implemented as a system, 4) the process and product of learning needed attention

balanced in the implementation of the teaching and learning activities, 5) Formation of professional competence requires integration of functional

between theory and practice as well as the materials and methodologies.

From the above, it can be concluded that learning is an event that is deliberately

planned/programmed in order to facilitate people traveling on a learning process. In other words, learning is a process that has the aim to facilitateindividuals to have specific competencies in the form of knowledge, skills and attitude required to perform a task or a specific job where learning will create learning activities that are external which will support the process of internal learning an individual.

2. Learning model

The learning model is a plan or a pattern which is used as a guide in the classroom learning

or learning tutorial and to determine the tools of learning including books, movies, computer,

curriculum and others Joyce (1992) in Trianto (2010:22). Further said each learning model leads us in designing learning to help students in learning

so that the learning objectives achieved. Nurulwati

(2000) in Trianto (2010:22) said, points out the purpose of the learning model is a conceptual

framework that describes a systematic procedure in organizing learning experiences to achieve specific

learning and serves as a guideline for the designers of learning and teachers plan learning activities.

Arends (1997:7) said, "The term teaching models refers to a particular approach to instruction that includes its goals, syntax, environment and

management system". The term learning model leads to a certain learning approach, including

purpose, syntax, environment and management systems. Kardi and Nur , in Trianto (2010:23) revealed the learning model has a broader meaning

than the strategies, methods or procedures. The learning model has four special features that are not

owned by the three things above include :

a) Rational logical theory developed by the creators or developers

b) Basis of thinking about what and how students

   learn (learning objectives to be achieved)

c) Behavior of teaching required so that the model can be implemented successfully

d) The learning environment necessary for learning objectives that can be achieved.

From the opinions expressed in the above it

can be concluded that the learning model are : the conceptual framework that describes a systematic procedure for organizing a learning experience to achieve the

objectives and serve as a guide teachers in implementing the learning activity. To create effective learning and efficient, learning activities are designed to provide a learning experience that involves mental and physical processes through student interaction, students and teachers, the environment and other learning resources in order to achieve basic competence.

3. *Advance Organizer* Model

Advance organizer model is a learning model

developed by David Ausubel to help teachers present enough information meaningfully and efficiently. According to Aziz Ausubel (2009: 32), advance organizer is the highest organizers complete and comprehensive nature of a material that is meant to teach. Advance organizer skeletons form the basis of the material that will be presented, it is an explanation of the integration and interrelation with the basic concepts and organizational structure as well as the highest general of the material that will be taught. The next, learning materials are studied to be meaningful (Ausubel in Aziz 2009: 35) . In other words, new learning must be linked to the concepts that already exist such that the new concept completely absorbed.

Advance organizer model is a learning model that trains students to learn presentation. With advance organizer models, college students can understand the concepts more better and efficient. Therefore we need a systematic planning from teachers that includes how to manage the learning process can meaningful for students. Advance organizer model is associated with three things: a cognitive structure that has been known and the new teaching material studied by students, abstraction of new content, and presentation of the students by means of visual and verbal.

Advance Organizer or organizing early by Arends (1997:246), is a certain amount of knowledge of one's experiences during his life and the knowledge of what they have to learn new knowledge. The results of research reported that foreknowledge the student will control a new study.

Gredler & Margaret (1991) in Palisoa

(2011:32), suggests that the advance organizer has three purposes, that is :

a) Provide a conceptual framework for the

study is going to happen the next.

b) Selected carefully as a link between a series of student information now and

learn new ones.

c) As a bridge between the old cognitive and cognitive structures to be obtained.

Ausubel (1960) in Arends (1997:24), the

analogies prior knowledge or advance organizer as a bridge connecting between prior knowledge and new knowledge. Advance organizer may take the form of explanation, verbal discourse text, pictures or diagrams. Ausubel (1960) in Kardi (2003:3), explained

that the new information could be studied in a meaningful and not easily forgotten if new information can be linked and associated with an existing concept . If the new material is very opposed to the cognitive structures that exist or can not be associated with an existing concept, the new material can not be understood and stored longer. There are two kinds of organizing early namely : Expasitory and Comparison (Kardi, 2003:6). Exspasitory organizer contains basic concepts at ahigh level of abstraction and possibly some underlying concepts, while Comparison Organizer widely used in materials that are relatively well known.

Based on the above, it can be concluded the advance organizer model is a learning model that

can make the learning is rote become meaningful

by way of explaining the relationship a new concept to the concept of relevant existing in the cognitive

structure of students, so that students can

understand the concepts more effectively and efficiently. To be effective and efficient in understanding the concept of systematic planning is needed so that the learning process becomes meaningful. The learning process is not just memorize concepts or facts alone, but sought to link these concepts to produce a full understanding, so that concepts learned will be well understood and easy to remember.

Here is the syntax of the learning advance organizer model :

TABLE 1 Sintaks Advance Organizer Model

Phase I	Phase II	Phase III
Presentations Pra Organizing (PA)	Presentation task /	Strengthening Organizational
1. Describe the learning objectives	1. Presentation materi 1	. Using the principles of integrative
2. Presentation PA, identifying special features, provide an example,	2. Maintaining material	reconciliatio n
connecting with the material/context,	3. Organizing systemat 2	. Move the " reception

Stages of learning advance organizer model: Joyce, Weil & Calhaon (2009: 288-210) describes the three stages or phases the advance

organizer model, namely:

1) First Phase

In the first stage consists of three activities: (1) clarify-the learning goals, (2) presents and describes, and (3) encouraging awareness of relevant knowledge

2) The Second Phase

Presentation task / learning material in the form of lectures, discussions, films, experimentation and reading. During the presentation, the processing of learning material needs to be made clear to the students so that they have the whole

sensory cues (sense of direction) and can see the logical sequence of these materials and

how processing.

3) The Third Phase

In the third stage strengthen cognitive processing that consists of four activities,

namely: (1) develop interactive peace, (2)

develop active learning receptions, (3) raises a critical approach to the subjects, and (4) to clarify / explain.

Draft Implementation Learning Advance Organizer Model in Learning Social Studies (IPS)

The design of learning activities by using advance organizer model according Apriono (2011:131),

which will be modified and adapted in this research.

TABLE 2 Lesson Planning With Advance Organizer Model

Stage	Action	Result
1	Conducting an assessment to determine the relevant existing knowledge with new knowledge	1. Clarify the level of knowledge of the learner to the material 2. Determine the level of difficulty of understanding of students as a tool for
2	Based on the results of the needs assessment, select the type of prior knowledge • Prior knowledge comparison will be used if the new material is similar to existing knowledge	• Determine the starting point for beginning students connect knowledge with the new material that the teacher explained • Determine the type of initial ability of students with a discussion of contextual material tailored to students' initial
3	Select and develop the concept of the initial settings to compose a picture on the overall concept stage to be	• Provide for the content of the material composition • Build a bridge cognitively when
4	Plan to use the initial settings for: • Presenting settings • Presenting the content of learning	• Completing the design study for meaningful verbal learning. • Strengthen knowledge of their initial evaluation /

4. Learning Outcomes

The learning result is "the result obtained in

the form of an impression, an impression that result in changes in the individual as a result of activity in learning" (Djamarah, 2002: 88). The results of this study are usually expressed in terms of number / value. Meanwhile, according to Prayitno (1999:164) of student learning outcomes is the result of learning by the students after the learning process and is something new, whether in the area of cognitive, affective, and psychomotor/skills. Once a person learns, he gained something that makes him a more advanced, more developed, richer than the state before they learned. Therefore, the learning outcomes are the result of an interaction act of teaching and learning is usually in individuals (Dimyati & Mudjiono, 2002: 36). The learning result is that if someone has learned to expect a change in behavior on the person, for example, from not knowing widened out and of not understanding   be understood   (Hamalik,

2006:30). The results obtained student learning is as a result of the learning process of the student. The process of learning is supporting the learning outcomes achieved by students.

Based on the above it can be concluded that the learning outcomes are changes in

behavior that achieved by individual learners

after experiencing the learning process so as to produce a change in cognitive, affective, and psychomotor better so it will change the way of thinking and to produce better behavior.

Methodology

This research uses a Class Action Research

(PTK), which is planned for two cycles. Each cycle performed twice meetings. Each cycle consists of four stages: action planning, action, observation, and analysis-reflection. Subjects in this research were all college students economic education FKIP Sriwijaya Universuty Palembang who take the sosial studies in odd semester of academic year

2015-2016 which totaled 36 people, consisting of

15 male students and 21 female students.

Using the methods of Action Research (PTK), while the procedure in this study is a cycle that consists of four stages: action planning, action, observation, and analysis-reflection.

This study was conducted to identify the findings that lead to low activity and student results.

The result of this activity is an early reflection stage

to draw up action research. With reference to the initial reflection collaboratively then do the next step is to prepare the learning device is useful as starters in conducting action research.

In the planning stage of activities to be carried out , among other things:

(1) Prepare lesson plans in accordance with

advance organizer model.

(2) Make observation sheet to guide the students' learning activity is observed at the time of the learning process.

(3) Develop and establish study groups. (4)Setting up of a practical exercise or student

worksheets tailored to the subject of the discussion topics will be presented.

(5) Implement the learning process.

Further action by the lecturers or researchers in an effort to repair , improvement or change.

Followed by the process of observation and reflection analysis.

Data learning activities of students in the learning gained through observation and is

described as the table below.

TABLE 3 College Student Learning Activity Information:

No	Involvement Student	Cycle	
		Number of	%
1.	Active		
2.	Passive		
3.	Not involved		
	Jumlah		

1. Engage Active, meaning students listened intently, actively ask and answer questions correctly about the subject matter.

2. Engage Passive , meaning that the students listened intently, but did not actively ask and

answer questions potluck.

3. Not Engaged, meaning that students are seated and silent, unwilling to ask or answer questions.

After % of students in the learning activity is

obtained, the final result is converted into a table below.

TABLE 4 Learning Activity Categories

Percentage	Conclusion
86 -100	Excellent
71-85	Good
56-70	Enough
40-55	Poor
0-39	Very Poor

(Modification of Sugiyono, 2011: 136)

Student results data obtained before and after the action learning through tests were processed

and analyzed by categorizing learning outcomes obtained, as the table below.

TABLE 5 Learning Outcomes Activity

Score	Conclusion
86 -100	Excelllent
71-85	Good
56-70	Cukup
40-55	Poor
0-39	Very Poor

(Sugiyono, 2011: 136)

Result

Subjects in this research were all students

economic education FKIP UNSRI Palembang who take the classes sosial studies in odd semester of academic year 2015-2016 which totaled 36 peoples, consisting of 15 male students and 21 female students. The research was conducted in August to October 2015. This research uses classroom action research (PTK), for three cycles. Each cycle consists of four stages: action planning, action, observation, and analysis reflection.

1. Research Cycle I

a. action planning

At the planning stage of the activities carried out are : (1) Develop a lesson plan (RPKPS), which according to the learning advance organizer model, (2) Make observation sheet to be used as guidelines in observing students learning activities at the time of the learning process, (3) Develop and establish study groups. Students were divided into 10 groups, so that there are 6 groups have members of each four people and four groups with each 3 people, (4) Setting up of a practical exercise or worksheet students adjusted to the subject of the discussion topics will be presented. Learning materials discussed are about the concepts of sociology, (5) Implement the learning process.

b. implementation measures

Lecturers provide pretest within 15 minutes of instructional material that will be discussed. After

the faculty to apply the advance organizer model

with steps, as follows.

Phase I: Initial Organizing Presentations (PA) Phase II : Presentation task/learning materials.

Phase III : Strengthening Cognitive Organization.

The process of learning is done through group discussions and acting as a presenter is a

group I (group of Sociology) . At the time of the

learning takes place there are two lecture who conduct observations of student learning activities.

At the end, clarification and strengthening of the

learning material and given a post-test. Once the tests are completed lecturer post closing lecture by recalling the material that will be discussed at the next courses.

c . Observation

Observations carried out on student learning activities in teaching social studies before repair after repair learning and teaching (CycleI) presented in Table 6

TABLE 6 College Student Learning Activity Social Science on First Cycle

No	Involvement Student in	Sebelum Perbaikan		First cycle	
		Number of	%	Number of	%
1.	Active	6	16,67%	16	44%
2.	Passive	22	61,11%	15	42%
3.	Not involved	8	22,22%	5	14%
Jumlah		36	100,00%	36	100%

Based on Table 6 above shows that the number of students and the percentage of students who are actively involved in teaching and learning before repair after repair study showed an increase. Before the improvement of student learning that are actively involved only six people (16.67%) and then increased to 16 (44%) in the first cycle and passive students involved 22 people (61.117%) and then fell to 15 (42%) in the first cycle, while it was still there are students who are not involved in learning, namely 8 (22.22%) and then fell to 5 people (14%) in cycle I. this means also that thelearning activities of students in sosial studies has increased.

Student results obtained from the assessment of lecturers on the first cycle of learning presented in tabel 7.

TABLE 7 College Student Learning Outcomes Social Science on First Cycle

Score	Pretest		Postest		Conclusion
	Number of	%	Number of	%	
86 -100	0	0	0	0	Excellent
71-85	0	0	8	22,22	Good
56-70	2	5,56	26	72,22	Cukup
40-55	13	36,11	2	5,56	Poor
0-39	21	58,33	0	0	Very Poor
TOTAL	36	100	36	100	

Based on data in Table 7, the learning outcomes of students showed an increase. Based on the results of the pretest to 36 students only two people (5.56%) obtain sufficient results in the category and the rest bad categories (36.11%) and very poor (58.33%). Furthermore, based on the post-test on the first cycle showed there was an increase learning outcomes. Of the 36 students there are good categories with 8 students (22.22%),

72.22% Enough, and only 5.56% Poor. d . Analysis and reflection

Designed learning materials for the second cycle

with Anthropology. For the next course lecturers will deliver the learning objectives and focus on the material, as well as with students concluded the material covered.

2. Research Cycle II

a. action planning

Based on the analysis and reflection on the learning cycle I became the basis of the planning cycle II.

b. implementation measures

Learning materials discussed are about the concepts of Anthropology.

Phase I: Initial Organizing Presentations

Phase II : Presentation task / learning materials. Phase III : Strengthening Cognitive Organization.

c. Observation

Observations made to the learning activities of students in learning social studies and after the

first cycle of learning improvement (Cycle II) is presented in Table 8.**TABLE 8** College Student Learning Activity Social Science on Second Cycle

No	Involvement Student in Learning	Number of	%	Number of	%
1.	Active	16	44%	20	55,56%
2.	Passive	15	42%	13	36,11%
3.	Not involved	5	14%	3	8,33%
Jumlah		36	100%	36	100,00%

Based on Table 8 shows that the number of students and the percentage of students who are actively involved in learning the first cycle to the second cycle showed an increase.

In addition to observation of the learning activities of students in the learning process on second cycle carried out an assessment of student learning outcomes through the pretest and posttest.**TABLE 9** College Student Learning Outcomes Social Science on Second Cycle

Skor	Pretest Number of Participants	%	Posttest Number of	%	Conclusion
86 -100	0	0	2	5,56	Excellent
71-85	0	0	5	13,89	Good
56-70	1	2,78	25	69,44	Cukup
40-55	31	86,11	4	11,11	Poor
0-39	4	11,11	0	0,00	Very Poor
TOTAL	36	100	36	100,00	

d. Analysis and reflection

Analysis and reflection activities conducted by researchers after the meeting ended and after correcting learning observation sheets and answer sheets of students. Activity-based learning in the second cycle there are still manystudents who have not been actively involved in learning.

Based on comparisons with activity data and

student learning outcomes obtained in the previous cycle, the results obtained in the second cycle showed not increase, although not optimal. Therefore, it will be designed learning to cycle III with the material economy. The student group that presents the material is expected to be better prepared, and every student is always given the motivation to participate actively in learning. For the next course lecturers will deliver the learning objectives and focus on the material, as well as with students concluded the material covered.

3. Results Cycle III

a. action planning

(1) Develop a lesson plan (RPKPS), which according to advance organizer model, (2) Preparing the observation sheet to obtain data on learning activities, (3) Setting up a group of students who will present the learning material, the group III (group of economics), (4) Setting up of a practical exercise - student worksheets with topics the concepts of economics, (5) Implement the learning process.

b. implementation measures

Learning materials discussed are about the concepts of economics.

Phase I : Initial Organizing Presentations Phase II : Presentation task/learning materials. Phase III : Strengthening Cognitive Organization.

c. Observation

Observations made to the learning activities of students in the learning sosial studies

cycle II and after the improvement of learning

(Cycle III) is presented in Table 10.**TABLE 10** College Student Learning Activity Social Science on Third Cycle

No	Involvement Student in Learning	Second CycleI		Third Cycle	
		Number of Participants	%	Number of Participants	%
1.	Active	20	55,56%	25	69%
2.	Passive	13	36,11%	9	25%
3.	Not involved	3	8,33%	2	6%
Jumlah		36	100,00%	36	100%

Student results obtained from the assessment conducted lecturer on the first cycle of learning presented in

Table 11.

TABLE 11 College Student Learning Outcomes Social Science on First Cycle

Score	Pretest		Posttest		Conclusion
	Number of Participants	%	Number of Participants	%	
86 -100	0	0	7	19,44	Excellent
71-85	3	8,33	7	19,44	Good
56-70	8	22,22	19	52,78	Cukup
40-55	24	66,67	3	8,33	Poor
0-39	1	2,78	0	0	Very Poor
TOTAL	36	100	36	100	

d. Analysis and reflection

Activity analysis and reflection carried out research after learning the courses ended and after

checking, correcting observation sheets and answer sheets of students. Based learning

activities in the third cycle was still a lot of students who have not been actively involved in learning. Students who are already actively

involved in the learning there are 25 people (69%)

and students who engage passively there are 9 people (25%) , and still there are 2 students (6%)

who are not involved in learning. Furthermore,

student results as evidenced from the results postes on economic material obtained learning

outcomes Very Good, 7 students Good categories

(19.44%), 19 people (52.78%) are Self , and only 3 students bad categories (8.33%).

Based on the analysis and reflection at each cycle of learning researchers identified the findings of learning activities and learning outcomes of students in understanding the material sosial studies in Economics Education FKIP Sriwijaya University. Phase I: Initial Organizing Presentations (PA), Phase II: Presentation task/learning materials, Phase III : Strengthening Cognitive Organization.

a. Model Advance Organizer can improve Student

Learning Activities

The results of observation of each cycle of learning obtained student learning activity data

that showed an increase from cycle to the next cycle, as shown in the table below.

TABLE 12 Activities Learning in Social Studies Before repair at Cycle I, II, and III

No	Involvement Student in Learning	Before repair		First Cycle		Second Cycle		Third Cyc
		Number of	%	Number of	%	Number of	%	Number of

1.	Active	6	16,67%	16	44%	20	55,56%	25
2.	Passive	22	61,11%	15	42%	13	36,11%	9
3.	Not involved	8	22,22%	5	14%	3	8,33%	2
Total		36	100,00%	36	100%	36	100,00%	36

Thus developed advance organizermodel from David Ausubel to help teachers present enough information meaningfully and efficiently and to train students to learn presentation. Therefore we need a systematic planning of teachers that includes how to manage the learning process so meaningful for students. With the advance organizer model, students can understand the concepts better and more efficient so that students can participate actively in learning. According to Aziz Ausubel (2009:32), Advance organizer is the highest organizers complete and comprehensive nature of a material that is meant to teach. Advance organizer skeletons form the basis of the material that will be presented, it is an explanation of the integration and interrelation with the basic concepts and organizational structure as well as the highest general of the material that will be taught. And the lessons learned material must be meaningful (Ausubel in Aziz 2009:35). In other words, new learning must be linked to the concepts that already exist such that the new concept completely absorbed. Advance organizer model is associated with three things: a cognitive structure that has been known and new material being studied students, abstraction of new content, and presentation of the students by means of visual and verbal by students. Advance organizer or organizing early by Arends (1997:246), is a certain amount of knowledge of one's experiences during his life and the knowledge of what they have to learn new knowledge. The results of the study reported that students initial knowledge will control possibilities of the new knowledge.

With the implementation of advance organizer model, teachers can create an environment where students are actively involved in learning and expressing their opinions so that the students feel respected his opinion and were eager to present their opinions on others. In the process of teaching and learning is done advance organizer models are of particular interest for their students beginning their knowledge mapping process carried out in discussion groups were subsequently presented to the next grade. In the process of learning advance organizer models are of particular interest for their students beginning their knowledge mapping process carried out in discussion groups which then presented to the class. b.Advance   Organizer   Model Increase Learning

Outcomes

The advance organizer model is a learning model that can make rote learning that is meaningful by way of explaining the relationship of new concepts with relevant concepts contained in the student's cognitive structure.

Based on the test results in each cycle of learning social studies in economic education Study

Program FKIP Sriwijaya University student results data obtained from cycle to the next cycle showed

an increase, as shown in the table below.**TABLE 13** Learning Outcomes Social Science for The Third cycle

Score	First Cycle		Second Cycle		Third Cycle		Conclusion
	Number of	%	Number of	%	Number of	%	
86 -100	0	0	2	5,56	7	19,44	Excellent
71-85	8	22,22	5	13,89	7	19,44	Good
56-70	26	72,22	25	69,44	19	52,78	Enough
40-55	2	5,56	4	11,11	3	8,33	Poor
0-39	0	0	0	0,00	0	0	Very Poor
TOTAL	36	100	36	100,00	36	100	

In this study the objective to be achieved is the increased activity of learning and student learning outcomes, so there is a positive relationship between student learning activities and learning results. Djamarah (2002: 88) argues" learning outcomes are the results obtained in the form of an impression - an impression that result in changes in the individual as a result of activity in the study". The results of this study are usually expressed in terms of numbers called value, meaning it can be concluded that the learning outcomes can be said to have changed, or an increase or decrease as a result of treatment in study visits of the nominal value obtained by the students after the end of the test is held. Thus the implementation of advance organizer model in social studies is quite effective in improving learning activities and student results.

Conclusion

Advance organizer model could effective to increase learning activities and learning outcomes of sosial studies on economic education college students FKIP Sriwijaya University , in all threecycles.

Advance Organizer model conducted through three phases, first phase: introduce the rules of course, second phase : presentation task/learning materials, third phase: Strengthening

cognitive organization.

Based on the conclusion, the authors suggest the following matters:

(1) Ability to increase the activity learning and learning outcomes of college students by

implementing a advance organizer model in sosial studies should be able to motivate the lecturers to

use learning accomplishments.

(2) The lecturer who implement advance organizer model should consider compliance with other

research settings for different characteristics of the class action, class, number of participant, allowing

the different results obtained.

(3) The students always applied the stages of learning in advance organizer model, especially in

mapping, present their opinions and abilities in every learning activities that will be easier to

understand material course.

(4) This research are still many deficiencies that can be considered to conduct advanced research in

the future with the aim of developing and expanding the scope of knowledge of the learning

model in general and in particular social studies learning.

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