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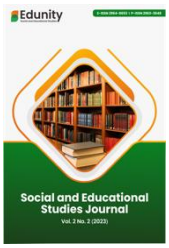

APPLICATION OF THE SELF-LEARNING ARENA MODEL TO IMPROVE UNDERSTANDING OF NORM RECOGNITION MATERIAL IN EVERYDAY LIFE

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ABSTRACT

At this time, human life is entering a new era: the era of digital industrialization. As a result, various human needs have become increasingly reliant on internet support and the digital world as a means of interaction and transaction. This study aims to analyze the application of the Arena Belajar Mandiri (ABM) learning model in improving students' comprehension skills of the Introduction to Norms in Daily Life material at SMA Negeri 1 Purwadadi. The research method employed a qualitative research approach, specifically a type of classroom action research (PTK). The research subjects consisted of 36 students from class X-3. Data collection techniques using tests and observations. The data analysis technique involved comparing the class average value of the test results from each cycle with classical completeness using a predetermined formula. The results showed that students' understanding of the material of the introduction of norms in everyday life could increase after applying the ABM learning model in cycle I and cycle II. This is indicated by an increase in classical completeness from 22.22% in the initial data to 52.78% in cycle I and then to 80.56% in cycle II. Thus, this research concludes that the application of the Arena Belajar Mandiri (ABM) model can improve students' comprehension skills.

Keywords: learning arena, self-directed, self-directed learning model, application of learning model

INTRODUCTION

At this time, human life is entering a new era: the era of digital industrialization. As a result, various human needs have become increasingly reliant on internet support and the digital world as a vehicle for interaction and transactions. The Education Assessment Center (PPP) team (2019) even stated that the face of the world today is increasingly complex, rapidly changing, and challenging as well as threatening, which is characterized by the form of sharing economy, e-education, e-government, cloud collaborative, marketplace, and smart city in everyday life. The digital era has transformed various sectors of life, including the education sector.

Education is the most effective and efficient means of mobilizing and developing the human potential and basic abilities required to transform the culture and learning model from traditional to digital and hybrid learning. Moreover, today's learners are those born in the last two decades, known as Generation Z and Generation Alpha (Ferreira, 2019), who are very familiar with and proficient in operating digital technology. David (2022) calls the generation that grew up with technology "Digital Natives." They have the characteristics of a tech-savvy, web-savvy, app-friendly generation; social in the sense that they interact intensely through in the sense that in the sense in the sense that social media with all groups; expressive, they tend to be tolerant of cultural differences and are very concerned about the environment; multitasking that they are accustomed to various activities at the same time; fast switchers they quickly move from one situation to another, and they love to share (Churohman, 2019).

However, in reality, the world of education in the era of digitalization has not been able to provide opportunities that align with the expectations and potential of students. There are various kinds of problems that test the existence of education in Indonesia. Schugurensky (2020) Argues that the implementation of education in Indonesia appears inconsistent between 'das sollen' and 'das sein', despite the reality suggesting a lack of clear philosophical vision.

The problems that arise from the study include the continued decline in students' morals and critical thinking. (Fajar, 2024; Fajar et al., 2024) Considers that this problem has systematic causes; for example, there are issues in the learning process that are not student-centered, there is a lack of creativity development, fun conditions have not been created, students' values and ethics must be emphasized, and a diverse learning experience process is necessary.

In addition to this, producing a generation in the 21st century with a complex era is not easy. The world of education needs to prepare students who are not only sufficiently equipped with the knowledge and simple thinking processes as we know so far but also need to prepare them to have and be able to develop 21st-century essential skills, which are a combination of skills, knowledge, literacy, and expertise (skills). Essential 21st-century skills include critical thinking and problem-solving; creative and innovative thinking; collaborating and communicating; being independent and productive; being open to differences or diversity; not easily accepting information without evidence or basic reasons; not being easily influenced or carried away by negative currents; and being able to distinguish between important and priority things so that they can produce useful real work, which in turn can improve the quality of human life (PPP, 2019).

The success of education in the digital era and preparing essential 21st-century skills is not only determined by a curriculum designed to incorporate curiosity as human nature, a wide range of skills and intelligence levels, and the use of technology and multimedia but also by the quality of teachers' skills in using digital technology (Selwyn, 2016). Skills in technology, social-emotional learning, and higher-order thinking, such as creativity and problem-solving, are essential in this era of automation (PPP, 2019: 1).

Therefore, educators need to adapt their design and management of learning, as well as prepare appropriate learning models and methods.

Independent Learning Arena (ABM) learning model (Gustina et al., 2023; Rahayu, 2021) Alternatively, known as the modeling of the learning model that can bring together and optimize curiosity with the development of digital technology is the Self-Onized Learning Environment (SOLE). The ABM learning model primarily focuses on the process of independent learning by students, utilizing smart devices and the internet to facilitate self-directed learning and material search. (Rahayu, 2021).

In the context of learning in schools, the ABM learning model can be used by teachers to develop a deeper understanding of the material to students by fostering and optimizing the curiosity of students so that it is expected to bring out innovative, creative, and exploratory skills. This means that learning will be learner-centered. This aligns with Mitra's opinion. (2015) Who said that learner-based learning needs to have components including curiosity, cooperation, self-organization, inclusion, social interaction, and facilities, all of which contribute to motivation from adults?

There have been numerous previous studies conducted on the success of the ABM/SOLE learning model in improving understanding and learning outcomes, such as research by Suciati. (2021) It was found that the application of the SOLE learning model can enhance the understanding of polymers among class X RPL students at SMKN 1 Sanden. Sulaksana & Mahadewi (2022) Showed that sociology-based e-learning is feasible and effective in the learning process to improve student learning outcomes in Citizenship Education lessons. Meanwhile, Fikri (2022) It was concluded that the SOLE learning model, through its utilization of information technology, can effectively facilitate the development of 21st-century skills in high school students.

Based on the previous explanation, the researcher felt interested in applying the ABM learning model in the subject of Pancasila and Civics Education (PPKn) in class X SMA Negeri 1 Purwadadi. This is not without reason. Based on the fact that the level of understanding of students regarding the introduction of norms in everyday life is still very low. This is based on the results of the mid-semester assessment (PTS) for the 2022 academic year. The level of classical completeness only reached 22.22%. This means that only 8 out of 36 students have been able to complete the learning material. With classical completeness still relatively low, it is necessary to enhance students' understanding in the next learning process.

Understanding originates from the word "understand," which means to comprehend correctly, while understanding is the process of grasping how to comprehend (Aksan, 2023; Waridah, 2021). Understanding is a type of learning outcome that is a level higher than knowledge, for example, explaining in one's own words something read or heard, providing another example of what has been exemplified, or using application instructions in other cases (Ningrum et al., 2018). Aksel (2017) argues that understanding is the meaning of the lesson messages that are constructed through the learning process, books, and other sources, whether oral, written, or graphic. Meanwhile, Sardiman (2016)

states that understanding is mastering something with the mind; therefore, learning involves mentally comprehending its meaning, philosophy, purpose, implications, and applications. Consequently, understanding its meaning and capturing its essence are the ultimate goals of learning.

According to Ningrum, there are three categories of understanding. (2018) Which refers to Bloom's taxonomy, namely: 1) the lowest level is translation comprehension, starting from translation in its true meaning; 2) the second level, interpretation comprehension, namely connecting the previous parts with the next known or connecting several parts of the graph with events, distinguishing the main from the non-main; 3) the highest level is extrapolation comprehension, namely the ability to see behind what is written, be able to make predictions about the consequences that are written or expand perceptions in terms of time, dimensions, cases, or problems.

Based on the opinions and views of several experts, it can be concluded that understanding is not merely knowing but rather mastering a science or theory at a higher level, enabling students to imagine and apply it by providing additional examples beyond those provided or applying it to other cases.

The ABM learning model was first introduced in 1999 by Sugata Mitra, an Indian educational technology practitioner. In 2013, at the TED Talks conference, he was named one of the world's educational innovators. He initially experimented in a suburban area of New Delhi by installing a computer connected to the internet on a perforated wall that was fitted with a hidden camera. He observed that over time, the computer was used by children passing through the area, and they learned and taught each other how to use it, uncovering what they could learn through the device. The children were able to learn and discover what they could learn through the device, such as learning languages and using the browser to access websites and information they were looking for. This demonstrates that a supportive environment can facilitate children's independent, constructive, and exploratory learning of concepts. (Suwandi et al., 2021).

In simple terms, the purpose of the ABM learning model is to create a learning climate that favors students, builds an independent learning environment, and encourages students to explore their curiosity. The results of exploration and self-discovery are expected to improve communication skills and train the confidence of individual learners. The teacher catalyzes the stimulation of learners to think, search, and elaborate on their knowledge. According to Suwandi (2021) ABM functions to form competencies (expertise), including creative thinking, solving capability problems, and capability communication.

The learning flow of the ABM model presented by Gustina (2023) It is as follows: 1) big question, which is a question that can arouse students' curiosity about the material being taught and can be further developed into subsequent questions; 2) investigation, students individually or in groups are allowed to conduct investigations to find out the answers to questions that have been submitted from the main source of the internet through gadgets or computers, and 3) review, students convey the results of

information searches to answer questions or solve problems given previously, which are then made a review of the results of students' exposure and together make conclusions about learning material. The ABM learning flow is illustrated in Figure 1 below.

Figure 1: ABM (SOLE) Learning Flow
(Source: (Gustina et al., 2023)**)**

According to the research conducted, nearly all ABM learning models were applied online during the pandemic. However, the author believes that the ABM learning model will be very relevant to be applied and combined with face-to-face learning (offline) because both teachers and students are more accustomed to using smart devices and the concept of independent learning. Thus, this research aims to examine more deeply how the application of the ABM learning model face-to-face can improve students' understanding of the material on the introduction of norms in daily life in Civics subjects in class X.

The research employed a qualitative approach, specifically the type of classroom action research (PTK), which involves observing activities that are deliberately initiated and occur in a classroom. The research implementation period began in September 2022 and ended in December 2022, located at SMA Negeri 1 Purwadadi, Subang Regency, West Java Province. The research subject was Class X-3, comprising 36 students, with 14 boys and 22 girls. The reason for choosing Class X-3 from a total of 12 X classes is that the percentage of classical completeness in Class X-3 at the mid-semester assessment (PTS) in odd semester 2022 is the lowest, at only 22.22%, compared to other classes.

The classroom action research model to be carried out is based on the research theory proposed by Meesuk. (2020), that classroom action research uses an action cycle consisting of four main levels, namely planning, implementation, observation, and reflection, consisting of two or more cycles, each cycle consisting of two face-to-face meetings. The flow of classroom action research is shown in Figure 2 below.

RESEARCH METHOD

The research used a qualitative approach with the type of classroom action research (PTK), which is an observation of activities that are deliberately raised and occur in a classroom. The research implementation time began from September 2022 to December 2022, located at SMA Negeri 1 Purwadadi, Subang Regency, West Java Province. The research subject was class X-3, with 36 students consisting of 14 boys and 22 girls. The reason for choosing class X-3 from a total of 12 X classes is because the percentage of classical completeness of class X-3 at the mid-semester assessment (PTS) odd 2022 is the lowest, which is only 22.22% compared to other classes.

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Figure 2: Flow of Classroom Action Research
(Source: (Meesuk et al., 2020)**)**

Data collection techniques in this study were taken from test scores in the form of written essay questions from each cycle to measure the understanding of students from a cognitive perspective after applying the ABM learning model and observations during the learning process in each cycle to see the attitudes to be measured including cooperation, care, responsibility, and creativity.

The data analysis technique used to measure the level of understanding of students is the comparison of the class average value of the daily assessment test results in cycle 1 with the class average value of the daily assessment test results in cycle II with the formula:

$$\bar{y} = \frac{\sum y_i}{n}$$

Description:

$\bar{y}$: class average value

$\sum y_i$: sum of one class value

n: number of students in a class

In addition to the class average value, the percentage of classical completeness between the previous cycle and the next cycle was also compared using the following formula:

$$\% = \frac{\Sigma Siswa\ memperoleh\ nilai \geq 70}{\Sigma\ siswa} \times 100\%$$

Classroom action research is declared successful if the percentage of classical completeness of students reaches at least 70%.

As an effort to improve the understanding of the material on the introduction of norms in everyday life in class X-3 SMA Negeri 1 Purwadadi, this class action research will apply the Arena Belajar Mandiri learning model with the following steps.

1) *The big question*

   Before being given questions that will raise curiosity, students listen to video shows through the link https://www.youtube.com/watch?v=z3mNyWAVjXQ, which is shared via WhatsApp. Then the teacher asks questions from the broadcast, for example: Why do humans prefer to violate agreed norms, even though the purpose of holding norms in human life is to guarantee peace and order in everyday life?

2) *Investigation*

   To answer the questions, the teacher gives learners the opportunity to choose their own groups of up to 4 people. In the group, learners search for answers to the questions by utilizing the internet and their smart devices. Then, still in the same group, they discuss and record the answers that will be delivered in the presentation process as a review.

3) *Review*

   In this stage, learners, together with the teacher, provide a review of the various answers that have been presented by each group, to then be concluded as an agreed answer to the initial question.

   Notes as answers from each group were then collected by the teacher as assessment material. The next step is at the second meeting in the same cycle. Teachers give tests in the form of essay questions as a daily assessment. The resulting value is used as a source of data to be analyzed using a formula that has been determined in the technical analysis. This series of activities can be repeated in the

next cycle until the objectives of the study are achieved.

RESULT AND DISCUSSION

The results of the study are an explanation of the findings that the application of the Arena Self-Study learning model on the material of introducing norms in everyday life can improve students' understanding. The presentation of data analysis results is divided into three parts: the initial data presentation in the form of Gasal PTS results for the 2022/2023 academic year, test results data for cycle I, and test results data for cycle II.

Description of Midterm Assessment Results for the 2022/2023 Academic Year

The initial data that became the basis for researchers to conduct studies in Class X-3 SMA Negeri 1 Purwadadi, in the form of the results of the mid-semester assessment for the 2022/2023 academic year, revealed that it was the lowest among the 12 X classes. The data in detail can be seen in Table 1 below.

Table 1: PTS results for odd semester 2022/2023

Daftar Nilai PTS Semester Gasal KELAS X-3 Tahun Pelajaran 2022/2023			
NO.	NAMA	NILAI	KETERANGAN
1	Aditjuliyanto	38	TIDAK TUNTAS
2	Aeni Agna	60	TIDAK TUNTAS
3	Alyya Deliani Yusuf	80	TUNTAS
4	Angga Virdaus	28	TIDAK TUNTAS
5	Anisa Salma Azzahra	48	TIDAK TUNTAS
6	Az Zahra Laila Ramadhani	33	TIDAK TUNTAS
7	Clara Aina Azzahra	78	TUNTAS
8	Dimas Raditya Prasetyo	40	TIDAK TUNTAS
9	Dina Ratna Wulan	78	TUNTAS
10	Elsya Dwi Nur Azizah	40	TIDAK TUNTAS
11	Fajar Subhan	63	TIDAK TUNTAS
12	Fitria Nurhalimah Agustin	45	TIDAK TUNTAS
13	Ghuntur Yusuf Nugraha	50	TIDAK TUNTAS
14	Heru Ardiansyah Pratama	75	TUNTAS
15	Ibtisam Nida Husniyyah	70	TUNTAS
16	Julaeha	33	TIDAK TUNTAS
17	Krisna Febriansyah Sukisman	35	TIDAK TUNTAS
18	Lugina Dwi Aryani	25	TIDAK TUNTAS

Based on Table 1, it can be explained that the average score of class X-3 on the midterm assessment of the 2022/2023 academic year is 50.31, with the highest score of 80 achieved by two students and the lowest score of 18 obtained by one student. The classical completeness is only 22.22%. This means that out of 36 students in class X-3, there are only eight people who have been able to reach the minimum completeness.

This indicates that so far, the learning process has not been carried out properly, one of which is the application of a learning model that is not in accordance with the character of the students and the material to be conveyed so that the results are not optimal. Thus, efforts are needed to be able to improve the learning process, one of which is by using the application of the ABM learning model.

Description of Daily Assessment Results Cycle I After Implementing the Arena Self-Learning Model

Efforts made by teachers to improve students' understanding of the material by introducing norms in everyday life are carried out with the treatment of applying the ABM model. The implementation of the treatment was carried out in as many as two face-to-face meetings in cycle I. The third meeting carried out a test as a daily assessment by giving essay-shaped questions as many as four questions with a maximum score of 100, followed by 36 students. The purpose of giving this test is to determine whether or not there is an increase in the understanding of students in class X-3 after treatment in the form of applying the ABM learning model. The value of the assessment results can be seen in Table 2 below.

Table 2: Cycle I Daily Assessment Results

Daftar Nilai Hasil Penilaian Harian Siklus I			
KELAS X-3			
NO.	NAMA	NILAI	KETERANGAN
1	Aditjuliyanto	72	TUNTAS
2	Aeni Agna	80	TUNTAS
3	Alyya Deliani Yusuf	76	TUNTAS
4	Angga Virdaus	73	TUNTAS
5	Anisa Salma Azzahra	75	TUNTAS
6	Az Zahra Laila Ramadhani	44	TIDAK TUNTAS
7	Clara Aina Azzahra	52	TIDAK TUNTAS
8	Dimas Raditya Prasetyo	56	TIDAK TUNTAS
9	Dina Ratna Wulan	85	TUNTAS
10	Elsya Dwi Nur Azizah	80	TUNTAS
11	Fajar Subhan	76	TUNTAS
12	Fitria Nurhalimah Agustin	56	TIDAK TUNTAS
13	Ghuntur Yusuf Nugraha	30	TIDAK TUNTAS
14	Heru Ardiansyah Pratama	100	TUNTAS
15	Ibtisam Nida Husniyyah	78	TUNTAS

From Table 2, it can be explained that after treatment in the learning process by applying the ABM learning model, there has been an increase in understanding of the material on the introduction of norms in everyday life. This can be explained by the achievement of a class average score of 65.56, with the highest score of 100 achieved by three students and the lowest score of 30 owned by two students. These results indicate an increase of 15.25 points, from 50.31 to 65.56. Classical completeness also increased by 30.56 points from 22.22% to 52.78%. With a classical completeness of 52.78%, it means that there are 19 learners who have been able to complete classical understanding.

Based on these results, it can be concluded that applying the ABM learning model to the material of introducing norms in everyday life has been able to improve students' understanding, although in cycle I, it has not been able to achieve the expected results because the overall classical completeness of learning has not reached a minimum of 70%. Therefore, in order for classical completeness to reach a minimum of 70%, the learning process using the ABM learning model needs to be continued in cycle II.

Description of Cycle II Daily Assessment Results After Implementing the Arena Self-Study Model

The learning process in cycle II was a continuation of the learning process from cycle I using the ABM learning model treatment in class X-3 with the same material to achieve a minimum classical completeness of 70%. In cycle II, the learning process consisted of 3 face-to-face meetings, with the first and second meetings carried out by providing and deepening further material on the introduction of norms in everyday life using the ABM learning model, and the third meeting carried out a test to measure the level of understanding of students in the same material. The test was carried out using essay questions with as many as five numbers with a maximum score of 100, followed by 36 students. After the test, the assessment results can be seen in Table 3 below.

Table 3: Cycle II Daily Assessment Results

Daftar Nilai Hasil Penilaian Harian Siklus II KELAS X-3			
NO.	NAMA	NILAI	KETERANGAN
1	Aditjuliyanto	75	TUNTAS
2	Aeni Agna	90	TUNTAS
3	Alyya Deliani Yusuf	85	TUNTAS
4	Angga Virdaus	78	TUNTAS
5	Anisa Salma Azzahra	79	TUNTAS
6	Az Zahra Laila Ramadhani	76	TUNTAS
7	Clara Aina Azzahra	81	TUNTAS
8	Dimas Raditya Prasetyo	60	TIDAK TUNTAS
9	Dina Ratna Wulan	98	TUNTAS
10	Elsya Dwi Nur Azizah	74	TUNTAS
11	Fajar Subhan	73	TUNTAS
12	Fitria Nurhalimah Agustin	80	TUNTAS
13	Ghuntur Yusuf Nugraha	50	TIDAK TUNTAS
14	Heru Ardiansyah Pratama	98	TUNTAS
15	Ibtisam Nida Husniyyah	80	TUNTAS
16	Julaeha	79	TUNTAS
17	Krisna Febriansyah Sukisman	81	TUNTAS
18	Lugina Dwi Aryani	78	TUNTAS
19	Mochamad Rico Bondan Javana	70	TUNTAS
20	Muhamad Risky Pratama	60	TIDAK TUNTAS
21	Muhammad Raihan Faturrohman	58	TIDAK TUNTAS
22	Mutia Asih Puspitasari	70	TUNTAS
23	Naila Aprilia	72	TUNTAS
24	Nisa Maysaroh	71	TUNTAS
25	Popi Saadah	80	TUNTAS
26	Rafael Alfarizi	50	TIDAK TUNTAS
27	Regita Pramesthi Pusponegoro	75	TUNTAS
28	Repan Aditya Pernanda	50	TIDAK TUNTAS
29	Ridwanda Juanita	100	TUNTAS
30	Rizky Permana Ramadhan	70	TUNTAS
31	Salsabila Ramadhani	52	TUNTAS
32	Sindi Rahayu Putri	78	TUNTAS
33	Siti Nurul Kholifah	80	TUNTAS
34	Tiara Shaila Callysta	82	TUNTAS
35	Widiya Sri Wahyuni	100	TUNTAS
36	Yosep Nurahman	80	TUNTAS
	Rerata Kelas	75,36	
	Ketuntasan Klasikal (%)	80,56	

From Table 3, it can be explained that the treatment of applying the ABM learning model in the material of introducing norms in everyday life has been able to increase the level of understanding of students. This is based on the acquisition of values in the tests that have been carried out. The class average can increase by 9.8 points from the original 65.56 to 75.36; Classical completeness also increased by 27.78 points from the original 52.78% to 80.56%. With classical completeness reaching 80.56%, it can describe that of the 36 students in class X-3, there are 30 people who have completed their classical understanding, with the highest score of 100 obtained by two people and the lowest score of 52 also obtained by only two people, but there are still six students who have not been

able to complete it. This certainly requires further handling so that students who have not been able to complete it in the next opportunity and learning process can achieve the desired completeness.

With classical completeness reaching 80.56%, it means that in cycle II, the requirements for the success of Classroom Action Research (PTK) using the Arena Learning Mandiri (ABM) learning model of 70% have been met. This means that the treatment to achieve minimum classical completeness does not need to be continued in cycle III and beyond because, in cycle II, it has been achieved.

Discussion

Based on the presentation of the results of the research that has been carried out, it is found that the application of the Arena Belajar Mandiri learning model is able to improve students' understanding of the material on the introduction of norms in everyday life in class X-3 SMA Negeri 1 Purwadadi, Subang Regency, West Java Province. This success is inseparable from the application of the ABM learning model properly and correctly during the learning process. This is in line with the opinion of Marlina. (2021) This states that the ABM learning model can be used by teachers to explore the depth of understanding of the material by utilizing the curiosity of students. Meanwhile, Mitra and Crawley (2014) Stated that the ABM learning model makes students able to read and understand individual levels of understanding.

In practice, ABM learning can stimulate learners to be more active and creative and think at a higher level during the learning process. ABM can be considered a breakthrough in balancing students' activities in higher-level thinking with in-depth learning. This is in accordance with what is conveyed by Rahayu. (2021) This states that an active, creative, and interactive learning model will be very beneficial because the learning experience of students who are the center of learning will make the teaching and learning process more enjoyable and will make students play a more active role. This statement is also in line with the results of research conducted by Leat et al. (2011) Which concluded that the ABM learning model has a significant effect on students' cooperation attitudes.

The ABM learning model is implemented with a series of steps that emphasize more on students' activities and interests. Rahayu (2021) Argues that ABM is learning designed to assist educators in encouraging students to be able to combine their innate sense of wonder with student-driven learning. This opinion is reinforced by Mitra. (2015) Who states that the components of learner-driven learning consist of curious, cooperative, self-organized, engaged, social, and facilitated by adult encouragement.

Competencies that are expected to be possessed by students by applying the ABM learning model in the learning process include: 1) creative thinking, with the questions given will be able to stimulate the curiosity of students, and students must be able to explore and find solutions by utilizing the internet and smart devices to find alternative

answers; 2) answer again; 3) problem-solving capability, students look for answers to questions by maximizing the use of IT so that it will generate analytical, critical and problem-solving skills and can raise new questions that require students to find the communication capability, students are required to convey answers or solutions to the results of their exploration and discovery based on their understanding so that they can improve their communication skills and train their self-confidence. (Rahayu, 2021).

From various studies and experiences of applying the ABM learning model in the learning process, it turns out that it has many advantages compared to conventional models. The advantages in question include stimulating teachers to train creativity in making and giving inquiry questions (big questions). This is in accordance with Mitra & Quiroga. (2012) Said that the ABM learning model equips students to train curiosity and try to find alternative answers to these questions. In addition, it can improve IT-based literacy skills for both teachers and students in finding answers so that it is expected to foster the habit of long life learning, develop memory recall, strengthen interpersonal and communication skills, and be more motivated to learn and accept various kinds of differences that exist. (Rahayu, 2021). Meanwhile, Anis & Anwar (2025) Suggests that the teaching and learning process in the ABM concept can be applied as a teaching approach to accommodate theoretical knowledge into experience in learning and teaching.

CONCLUSION

Based on the presentation of the research results and discussion of the application of the independent learning arena (ABM) learning model to improve students' understanding of the material of the introduction of norms in everyday life in class X-3 SMA Negeri 1 Purwadadi, Subang Regency, it can be concluded that the application of the ABM learning model is able to improve students' understanding in the material of the introduction of norms in everyday life, as evidenced by the results of class action research that has been carried out. Indicators that can prove the increase in students' understanding are measured by the increase in class average and classical completeness from the initial data and each cycle that has been implemented. The results obtained are as follows. 1) The class average value in the initial data was 50.31; in cycle I, it increased to 65.56, and in cycle II test results, it was able to reach 75.36. 2) Classical completeness in the initial data was only 22.22%; in cycle I, it increased to 52.78%, and in cycle II test results, it was able to achieve classical completeness of 80.56%. With the classical completeness rate reaching 80.56%, it means that the class action research is categorized as successful because the classical completeness is more than 70%. This means that the comprehension ability of students can be improved well through the application of the ABM learning model. This research must still be continued to further improve students' understanding of advanced material by applying the model of Organizing Learning Environment.

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