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Application of Facilitative Learning Model with Photovoice Method in Improving Learning Quality in Youth Education Courses

Sofino, Ririn Gusti, Bayu Pradikto

Departement of Non-Formal Education, FKIP University of Bengkulu, Bengkulu, Indonesia
sofino@unib.ac.id, riringusti@unib.ac.id, bayupradikto@unib.ac.id
corresponding author: *sofino@unib.ac.id*

ABSTRACT

The results of the Learning Evaluation System (SIEPEL V.2) and monitoring of the Quality Control Group (GKM) of the Non-Formal Education Study Program show that the Youth Education (PNF-203) course in semester III of 2022-2023 still experiences difficulties in the implementation and the lowest satisfaction in semester III. This study aims to improve the quality of learning by implementing a facilitative learning model with the photovoice method. Classroom action research was carried out up to 3 cycles by researchers and lecturers in charge of the course collaboratively. The research respondents were 27-semester III-A students in the 2023-2024 academic year. The research results showed that the percentage of learning completion in cycle I was 62.96%, cycle II was 77.78%, and cycle III was 96.30%. The activity observation score for each cycle was 70.4 in cycle I, 81.1 in cycle II, and 85.4 in cycle III. The observation score of lecturer teaching skills was 72.5 in cycle I, 80.25 in cycle II, and 83.5 in cycle III. The facilitative learning model with the photovoice method can improve the quality of learning in youth education courses in the Non-formal Education Study Program.

Keywords*: *photovoice, facilitative learning model, learning quality

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INTRODUCTION

Merdeka Belajar Kampus Merdeka (MBKM) is a Ministry of Education and Culture policy by Permendikbud Number 3 of 2020 concerning National Standards for Higher Education. This policy aims to encourage students to master various sciences that will help them enter the world of work. The MBKM policy provides students with the freedom to gain knowledge and learning experience according to their needs, talents and interests, which can be in the form of studying in the same study program as currently being taken at another university or studying in another study program that is different from the study program currently being taken. Not only that, students can also carry out activities outside of university, whose output can be recognized by learning activities at university. This freedom is given to prepare students to adapt to the business world and work world after finishing college. Referring to this intention, it means that students are also in teaching and learning activities; educators must understand the potential of students and be able to direct them well in every course taken by students or in campus and off-campus activities carried out by students.

Forms of learning activities outside the study program, such as work practices (internships), student exchanges, village building projects or community service program, entrepreneurial activities, research, independent studies/projects, humanitarian projects, and teaching assistant activities in educational units, are options that students can choose to implement the knowledge they have in various forms of activities. Students must have obtained the courses that form the foundation of knowledge before carrying out learning activities outside the study program by Permendikbud No. 3 of 2020.

In reality, lecturers and students spearhead policy implementation and ongoing teaching and learning processes. In reality, lecturers also need to improve their competence with various activities that support the development of the times and changes in current policies. There are quite a lot of opportunities given to

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lecturers to improve their competence, including scholarships to continue their studies, training to improve competence in the fields of pedagogy and andragogy, training to improve competence in the field of IT, training to improve competence in the field of language, peer guidance including lecturers with functional positions of senior lecturers to young lecturers/expert assistants/CPNS and other forms of activities. Likewise, students also have many programs that can be used to improve their competence, such as internship programs, scholarships, language courses, leadership training, and so on.

As professional educators, lecturers must be able to use and apply learning models, learning methods, and learning media that are appropriate to the needs of students so that they can help students develop their potential. Lecturers must also be able to accommodate various input from students so that they do not alienate students in learning so that the learning objectives mandated in the course can be adequately achieved. In this case, it is essential to develop student competencies with expertise based on the competencies of the study program and the community's needs.

Most lecturers in the Non-Formal Education Study Program have attended various trainings, including Pre-Service Training and Basic Instructional Technique Skills Improvement (PEKERTI), and some lecturers have even attended the Applied Approach (AA) program. Various trainings and workshops have also been attended, including training on the use of the Learning Management System (LMS) in learning, workshops on writing textbooks, training on compiling the Outcome Based Education (OBE) Curriculum and so on. Various efforts made to improve lecturer competence are expected to enable lecturers to carry out teaching and learning activities optimally and overcome various learning problems.

The results of the monitoring of the Quality Control Team of the Non-Formal Education Study Program in 2023 show that the Youth Education (PNF-203) course in semester III is a core course in the non-formal education study program which is implemented theoretically in class and practice in the community. However, its implementation has not gone well because it is a new course in the 2021 curriculum. In its implementation, lecturers are still trying to find forms and teaching patterns to maximize post-COVID-19 conditions. Conditions for implementing the MBKM curriculum in 2021, cooperation policies that must be established with partners, and the openness of agencies/community groups to accept students to learn and practice in the community are challenges for lecturers to find the proper form and pattern of teaching. Furthermore, the Results of the Learning Evaluation System (SIEPEL v2.0) of the University of Bengkulu, the youth education course (PNF-203), has an average evaluation of 4.10 points. It is the course with the minor average in the odd semester of 2022-2023 in semester III. Pedagogical competence and professional competence are concerns that need to be improved. Even 68% of students want learning improvements and efficient activities in the community that provide more real experiences for students.

In the era of disruption emphasizing freedom of learning (independent learning), learners widely choose to use a humanistic approach supported by constructivism theory. Facilitative learning is learning that inspires students to be creative and innovative and to express opinions intelligently at every stage of learning. Learning must focus on empowering students to achieve independence and creativity in overcoming problems for themselves and their environment (Firdaus and Mariyat, 2017).

The facilitative learning model is based on self-directing learning that emphasizes the principle of transfer of learning or learning to learn. Students are encouraged and invited to design learning methods that emphasize understanding how to learn. Kuo et al. (2014) explained that SDL-based learning requires students to understand their learning needs to provide motivation and interest, especially in practical learning. The facilitative learning model is a process of educator strategies to provide sufficient time and learning fields for students to process meaningful information to overcome various obstacles or learning difficulties—the role of educators as learning facilitators and students as learning subjects (Hardika, 2022).

Photovoice is a photography technique that can help someone identify, express, and improve communities through images or photos. In simple terms, a photovoice is a photo that has meaning and significance to tell a portrait or self of the photographer, tell a certain community, or describe a phenomenon (Wang, 1999). Royce et al. (2006) stated that one alternative that the community can utilize to express their

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voices and conditions is through photo media. Even according to Birowo (2020), photos can be used to strengthen marginalized community groups from government attention.

Furthermore, photovoice applied in learning is believed to increase the potential for learning transformation, which can function as a compass that becomes navigation from various problems and tensions in learning that often arise, primarily related to practical activities (Call-Cummings et al., 2017). The facilitative learning model is suitable for lectures that focus on the process (learn how to learn), which has an empowering interaction or empowers students and the community. Meanwhile, the photovoice describes the phenomena and changes seen in the photos, which will be interpreted later. This character is suitable for youth education lectures that practice youth empowerment activities and productive youth activities. Community empowerment activities are closely related to providing a comprehensive picture of the activities and changes that occur so that the photovoice method provides changes to participants' activities in practice (Hidayah et al., 2020). Based on the problems in learning youth education courses and learning needs in the community, it is necessary to improve learning by using a facilitator learning model with the photovoice method for semester III-A students in the 2023-2024 academic year.

LITERATURE REVIEW

Fasilitative Learning Model

The facilitative learning model mainly emphasizes the principle of self-directing learning, which is based on the transfer of learning or learning how to learn. Learners are encouraged and invited to design a learning method that emphasizes understanding how to learn (Hardika, 2022). Genetically, a person's information processing style can be divided into two groups: holistic and serialist (Kadarko, 2000). The holistic group follows a comprehensive learning process that leads to complex hypotheses, while the serialist group (parties) follows a step-by-step learning style. The role of educators in implementing the facilitative learning model based on the transfer of learning is as a learning facilitator while students are learning subjects.

The facilitative learning model can be interpreted as a process of educator strategies to provide sufficient time and learning fields for learners to process meaningful information in overcoming various learning obstacles or learning difficulties (Hardika, 2022). Facilitation means "making it easier" or helping others to quickly and successfully do work. Prerequisite attitudes and behaviors are required to facilitate. Facilitators in facilitating must be able to enter into one with the participants. Facilitators must be able to interact, communicate, and have good relationships to support participants' learning ease and success.

Hardika (2022) explains that there are three significant variables in the use of facilitative learning models based on the principle of transfer of learning, namely participants as learning subjects, the role of educators as facilitators, and exploration of the potential of the environment and experiences of participants. The principle of transfer of learning is built through the foundation of the UNESCO education pillar, once the motto of world education, namely learning how to learn. Based on the principles of transfer of learning and learning how to learn, the learning process is not only targeted at mastering academic content and transferring knowledge and information from teachers to participants but is more emphasized on mastering the instillation of mastery of the process of "learning how to learn."

The ability to facilitate well and correctly is the main achievement that must be possessed by non-formal education students or other academics who are engaged in the field of non-formal education. The learning process and tools for students must be directed at building the capacity and capability of academics and practitioners in facilitating target groups.

Photovoice Concept

Wang (1999) describes photovoice as a methodology that allows people to identify, represent and improve their communities and life circumstances through photography. Furthermore, Wang states that photovoice is a process that entrusts the camera into the hands of people to enable them to act as recorders and potential analysts for action and social change in their communities. From visual images and accompanying

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stories to complement evidence and to promote effective and participatory ways of sharing expertise to create healthy public policy.

Photovoice has become a popular and sought-after participatory action research method. Community researchers worldwide use photovoice as a flexible and creative approach to exploring human experiences that are useful for changing themselves and their social environment. Photovoice is widely used in research targeting individuals or communities (Hidayah, 2020). This confirms that photovoice is suitable for use in activities that exist in individuals or communities, especially in providing actions and involvement from individuals and communities to make changes in themselves or their groups. There are five main concepts of photovoice, including (Sutton-Brown, 2014; Palibroda et al., 2009):

a. Learn from pictures

This means that the images stored in the album teach others who we are and tell stories about what is important in our lives. The images/photos taken are used to identify concerns that occur in society and illustrate the struggle to show a certain view of that society.

b. Photo can influence policy

This means that visual images greatly influence the minds of each individual. For example, everyday advertisements and billboards can influence decisions about what to buy, where to eat, and what services to use later. Photovoice is a media that can raise awareness among policymakers and provide a different understanding of a particular problem. It is hoped that policymakers will increase their concern for the problems that occur, make better decisions, and be fair to improve the lives of the less fortunate.

c. Members of the community participate in shaping public pulicy

Photovoice is not just about individuals taking pictures. It also discusses marginalized people and helps to think critically about the images obtained by the individual. This process shows that photovoice provides an opportunity for the community to participate in shaping new policies and influencing the lives of the community.

d. Policy makers influence the perspectives of community members

The challenge is to get public policymakers and influential groups to look at the photos. The important thing to plan is to share and exchange information between community members and policymakers with the authority to make policies. Policymakers must hear the stories and see the images from the photovoice project so that community members can inform their policies.

e. Photovoice emphasizes the collaboration of individual and community action

Action Research illustrates that information and evidence are not created just for the pleasure of creating knowledge but for the purpose of social action and social change. Identifying the community's problems and struggles is not enough; the community is also required to identify the solution and do what is necessary to implement the solution.

The use of photovoice has several stages, namely: (1) building good relationships and communication with the community; (2) planning a project with photovoice; (3) determining photovoice participants according to the target; (4) starting a photovoice project; (5) holding group meetings; (6) collecting and selecting data; (7) analyzing data; (8) preparing and exhibiting project results; (9) social action and policy change.

Quality of Learning

According to Daryanto in Prasetyo (2013:12), they were stated that the quality of learning is the level of achievement of initial learning objectives, including art learning, in achieving these objectives in the form of increasing knowledge and skills and developing student attitudes through the learning process in class or online outside the classroom. Mariana in Hayati and Rochman (2012:2) stated that the quality of learning operationally can be interpreted as the intensity of systematic relationships and synergy between teachers, students, learning climate, and learning media in producing optimal learning processes and outcomes by curricular demands.

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Slavin (1994) stated that several indicators, namely can measure the quality of learning: 1) achieving the effectiveness of educator and student activities; 2) achieving the ability of educators to manage cooperative learning; 3) achieving the effectiveness of student cooperative skills; and 4) achieving student learning completeness and student responses to learning.

In this study, the quality of learning can be seen from the indicators of student activity, educator skills, and student learning outcomes. Student activity refers to changes in activities, behavior, and habits carried out by students during lectures. Educator skills refer to the ability of the lecturer in charge of the course at each meeting to follow the learning plan that has been prepared. Learning outcomes refer to the results of student learning completion carried out by researchers to students in certain discussions. This study shows learning outcomes in the learning improvement cycle carried out, as seen from the percentage of learning completion and average learning scores.

METHOD

The research method used is classroom action research conducted collaboratively between researchers and lecturers in charge of youth education courses (PNF-203). The study uses a participatory model using the photovoice method. The study was conducted at the FKIP Lecture Building, University of Bengkulu, and the student practice location. The research respondents were semester III-A students in the 2023-2024 academic year, totaling 27 students. Data collection techniques were observation, testing and documentation. The research instruments used were observation sheets of lecturer and student activities, written tests in the form of questions measuring student learning outcomes, and documentation in the form of photos, videos or recordings of teaching activities to support the analysis of action results.

The quality of learning is seen from three assessment indicators: observation of student activities in each cycle, observation of lecturer teaching skills in each cycle, and student learning outcomes in each cycle. The design of this study goes through the stages of planning, acting and observing, and reflection (Kemmis & Taggart, 1988).

The assessment guidelines used refer to the Regulation of the Chancellor of the University of Bengkulu Number 25 of 2020, which is then derived according to the assessment criteria for the Non-Formal Education Study Program courses with the following ranges:

Table 1. Assessment criteria

Value Range	Value in Latter	Meaning
85 - 100	A	Very good
80 - 84	A-	Good
75 - 79	B+	Good
70 - 74	B	Good
65 - 69	B-	Enough
60 - 64	C+	Enough
55 - 59	C	Poor
45 - 54	D	Poor
0 - 44	E	Fail

Student learning outcomes are measured using the following formula:

$$X = \frac{\sum x}{n}$$

Description: X = Average student grades;
∑x = Total student grades in youth education courses
N = Total students

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RESULTS AND DISCUSSION

Learning improvement activities are carried out on the theme "Practice of Social and Moral Values of Youth in Society." This activity is carried out by combining field observation activities carried out by students with activities on campus. Three criteria for learning quality are used: student activities, educator skills, and student learning outcomes. Student activities are seen from the results of observations of students in learning and field activities by referring to the following 10 aspects:

Table 2. Aspect Assessed in Student Observation

Aspect Number	Rated Aspect
1	Students are actively involved in learning and field activities
2	Students' practical skills include the ability to apply theory in real contexts.
3	Students work together in teams
4	Students can apply the knowledge gained in concrete situations.
5	Students can solve problems and overcome challenges that arise during field activities.
6	Students demonstrate creativity and innovation in completing assignments or projects in the field.
7	Students demonstrate good attitudes and work ethics.
8	Students are able to communicate well orally and in writing
9	Student responses to feedback.
10	Students can manage time well in completing assignments.

Observations of students in learning and field activities can provide valuable insights into their learning process, engagement, and progress. These observations can also help lecturers or field supervisors better understand students' needs and development and provide a basis for providing more specific and supportive feedback in their learning process.

This aspect is assessed when students are in class and the field when observing phenomena that occur in society related to the theme being discussed. The main topics discussed in this learning improvement are models, methods, and techniques for learning youth education, with sub-topics being 1) Identification of learning needs for youth education; 2) The phenomenon of non-formal education in youth groups in society; 3) preparation of models, methods, and techniques for learning youth education. Based on the results of observations of student activities during learning, the following data were obtained:

Table 3. Result of Student Activity Observation Data in Each Cycle

Aspect	Cycle I		Cycle II		Cycle III	
	%	Criteria	%	Criteria	%	Criteria
1	67	Acceptable	80	Good	89	Very Good
2	65	Acceptable	78	Good	83	Good
3	83	Good	90	Very Good	94	Very Good
4	74	Good	89	Very Good	88	Very Good
5	65	Acceptable	74	Acceptable	81	Good
6	66	Acceptable	75	Good	77	Good
7	73	Good	78	Good	88	Very Good
8	71	Acceptable	82	Good	85	Good
9	65	Acceptable	77	Good	84	Good
10	75	Good	88	Very Good	85	Good

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Sum	704		811		854	
Average	70,4	Good	81,1	Good	85,4	Very Good

Based on the results of the observation analysis conducted by the observer, the average score in cycle 1 was 70.4% or in the good category; this indicates that in cycle 1, student activities were good, although, in some aspects, there were still notes, especially in aspects 1,2,5,6, namely in the aspect of students being actively involved in learning and activities in the field, students' practical abilities, solving problems and overcoming challenges and creativity and innovation are still in the moderate criteria. There is a tendency for students to come to the field only to observe the phenomena of society directly, which is not yet at the interaction stage. In aspect 9, namely student responses to feedback, it is only in the moderate criteria there is a tendency that students are still analyzing phenomena and have not yet mastered the phenomena so that the feedback takes time to be implemented for follow-up.

In cycle 2, improvements were made to the shortcomings in the previous cycle. The result was an increase in the average percentage of student activity by 10.7%, so the average activity in cycle 2 became 81.1%. In cycle 2, it was good and increased significantly, but because it had to follow the next cycle process according to the stages of learning outcomes, it was continued to cycle 3. Cycle 3 was carried out to improve the shortcomings in the previous cycle so that the average data on student activity was 85.4% or in the very good category. This indicates that students are increasingly comfortable and triggers student activity when learning using a facilitative learning model with the photovoice method so that there is an increase in student activity in each cycle. The following describes the results of the analysis of observation data on lecturer skills in teaching in each cycle, which consists of four aspects, namely: (1) pre-learning, (2) opening of learning, (3) core learning, and (4) closing.

Table 4. Result of Observation Data Lecturer Teaching Skills in Each Cycle

Aspect	Cycle I		Cycle II		Cycle III	
	%	Criteria	%	Criteria	%	Criteria
1	75	Good	80	Good	83	Good
2	75	Good	84	Good	86	Very Good
3	70	Average	78	Good	82	Good
4	70	Average	79	Good	83	Good
Sum	290		321		334	
Average	72,5	Good	80,25	Good	83,5	Good

Based on the results of the analysis of observation data conducted by observers who are senior lecturers of the Non-Formal Education Study Program, FKIP, Bengkulu University, the average score in cycle 1 was 72.5% or in good criteria; this result indicates that in cycle 1 the teaching skills of lecturers are good, although in some aspects there are still notes, especially in aspect 3, namely the core aspect of learning, namely the ability to guide students in solving learning problems, the ability to direct students in solving problems based on data and facts that have been obtained; and in aspect 4, namely the ability to conclude and close, namely the activity of carrying out reflections involving students and based on data and facts that have been obtained. In cycle 2, improvements were made to correct the shortcomings in the previous cycle. In cycle 2, the results obtained an increase in the average percentage of lecturers' teaching skills by 7.75% to 80.25%. In cycle 2, it was good and increased significantly, but because it had to follow

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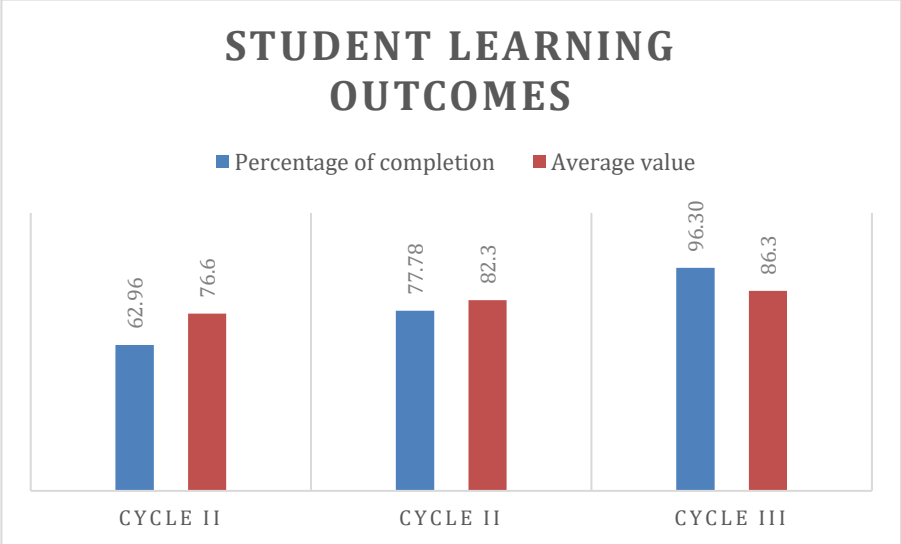
the next cycle process according to the stages of learning outcomes, it was continued to cycle 3. Cycle 3 was carried out to correct the shortcomings in the previous cycle so that the average data on lecturers' actual teaching skills was 83.5% or in good criteria. This indicates that lecturers are increasingly comfortable conducting teaching and learning activities using a facilitative learning model with the photovoice method. Lecturers' teaching skills have increased in each cycle.

Student learning outcomes refer to the achievements, understanding, and skills students acquire through the learning process. Evaluation of learning outcomes can be carried out through various assessment methods and tools and covers various dimensions, such as academic knowledge, critical skills, practical skills, communication skills, problem-solving skills, creative thinking skills, collaboration skills, entrepreneurial skills, attitudes and values, metacognitive skills, and research and information literacy skills. The following is a visualization of student learning outcomes in the youth education course semester III-A in each cycle:

Table 5. Recapitulation of Learning Completion Achievements

Categori	Cycle 1		Cycle 2		Cycle 3	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Achieve completion	17	62,96	21	77,78	26	96,30
Not yet reached completion	10	37,04	6	22,22	1	3,70
Average	76,6		82,3		86,3	

The following is a visual comparison between the percentage of student learning completion and the average student score:



Picture 1. Student learning outcomes

The student learning results in cycle 1 obtained an average student score of 76.6, with a completion percentage of 62.96% or entering the sufficient criteria. Based on these results, the percentage in cycle 1 is

Jurnal PAJAR (Pendidikan dan Pengajaran)
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DOI : http://dx.doi.org/10.33578/pjr.v8i6.10088

said to be incomplete because it is still below 85% of students who get a score of ≥ 75. The course lecturer reflects on improving the obstacles in cycle 1. In cycle 2, the average student score was 82.3%, the same as the completion of 77.78%. This means that cycle 2 also has not met the criteria for the percentage of completion because it has not met the percentage of learning completion of 85%. Only 21 students got a score of ≥ 75, so cycle 3 needs to be carried out.

In cycle 3, the average student score was 86.3, with an average minimum completion percentage of 96.30%. This means cycle 3 is declared complete because more than 85% of students have passed the minimum completion score. This means that 26 out of 27 students have met the minimum passing grade for the Youth Education course (one of the core courses of the Non-Formal Education Study Program).

Tabel 6. Summary of Student Activities, Lecturer Skills and Learning Completion in Each Cycle

Cycle	Learning completion percentage	Observation Score			
		Student Activities		Lecturer Skills	
		r score	Categori	r score	Categori
I	62,96	70,4	Good	72,5	Good
II	77,78	81,1	Good	80,25	Good
III	96,30	85,4	Very Good	83,5	Good

Facilitative learning can increase active and creative student activities. This is in line with the findings of Hardika and Trisnamansyah (2010), who state that facilitative learning has proven effective in increasing creative learning activities for students. Furthermore, Schwarz (2002) stated that facilitative learning emphasizes the power that can drive group dynamics to achieve the desired goals. This means there is a commitment from each member involved to work together and become a society with the will to progress towards a better direction.

Facilitative learning is recommended for use in learning activities related to social learning phenomena. Implementing facilitative learning can increase self-esteem through activities of mutual trust, respect, and cooperation, improve academic achievement (Roman & Kay, 2007), and provide authentic experiences for students rooted in socio-culture and current developments (Fernando & Marikar, 2017).

Furthermore, Alisalman (2022) and Polapa (2015) found that participatory learning can be applied to student-level learning and improve student learning outcomes from active speaking, critical thinking skills, and problem-solving. Photovoice as a method or tool can be applied to students, especially in field activities or research that teaches students to think critically about new media and create new knowledge; students become involved in qualitative projects so that they can find great potential in society and can inform the public about experiences and phenomena that occur (Schell et al., 2009).

Photovoice is suitable for student projects that involve or collaborate with the community or community to add to students' educational experience (Latz et al., 2016). This means that as a method, photovoice applies participatory, facilitative, and collaborative actions in its activities in society or community. The facilitative learning model can be combined with methods that can involve students directly in real social situations, foster creativity, and develop students themselves. The photovoice method has the same direction of development in learning because it has elements that are very suitable to be combined, especially in learning activities. These elements include 1) transfer of learning, which is a principle that involves students comprehensively and comprehensively in the context of learning so that it can add direct experience; 2) inclusive, which can adapt to diversity, both in the environment and character in learning activities so that

these differences become knowledge that will enrich information and knowledge; 3) social development and creativity, which is very suitable to be applied to learning activities that aim to develop social competence and creativity through activities and projects that involve collaboration, participation and facilitation (Hardika, 2022). These elements are complemented by the photovoice method, which can improve communication skills, oral and written (Wang, 2006). The application of Photovoice with a facilitative learning model provides opportunities for students to express themselves, encourage active participation, and build shared understanding. It can also be the basis for further projects or actions that are relevant to the context of learning in non-formal education. Photovoice is used in developing students' abilities to see social issues or social phenomena that will be raised into photos that can be described so that it hones students in developing critical thinking skills and understanding social issues from learning activities carried out so that it has an impact on learning achievement according to the desired goals.

CONCLUSIONS AND RECOMMENDATION

Applying the facilitative learning model with the photovoice method on the material of practicing social and moral values of youth in society can improve the quality of learning in youth education courses. The quality of learning is seen from 3 indicators: student activity (active and creative), lecturer teaching skills, and student learning outcomes (average value and percentage of learning completion). The study was conducted in three cycles because only in the third cycle was the percentage of learning completion of at least 85% fulfilled. Student activity can be seen from the average score in cycles I, II, and III, namely 70.5 (good category), 81.1 (good category), and 85.4 (very good category). Lecturer teaching skills can be seen from the average score in cycles I, II, and III, namely 72.5 (good category), 80.25 (good category), and 83.5 (good category). Meanwhile, student learning outcomes can be seen from the average value obtained by students in cycles I, II, and III, namely 76.6, 82.3, and 86.3, with a percentage of completion of 62.96, 77.78, and 96.30. The application of the facilitative model with the photovoice method has succeeded in improving the quality of student learning because it contains the principles of transfer of learning, inclusiveness, the development of social skills and creativity, and the improvement of communication skills, oral and written, that match the characteristics of collaborative courses, participation, and facilitation with the community.

Recommendations for lecturers who teach practical courses in the field by raising issues and social conditions in the community can use photovoice with a combination of learning models that are adjusted to the needs and characteristics of the course as an alternative to improving learning that can be done. Recommendations for further research are expected to form a team to monitor student activities in the field, making it easier to monitor activities and not take a long time. The team can consist of lecturers or teaching assistants who can monitor student activities anytime. The use of log books can also be a tool for monitoring student activities in the field, but the conditions in the field cannot be seen in real-time.

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