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The Implementation of the Paikem Approach by using the Graphic Media to Increase Students' Activeness and Learning Outcomes in the Language Subject

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ABSTRAK

Keaktifan belajar siswa belum optimal dan berdampak pada hasil belajar, sehingga perlu diterapkan pendekatan PAIKEM berbantuan media grafis. Tujuan penelitian adalah untuk menganalisis peningkatan keaktifan dan hasil belajar Bahasa Indonesia setelah diterapkan pendekatan PAIKEM berbantuan media grafis pada siswa kelas IV. Jenis penelitian ini adalah penelitian tindakan kelas yang dirancang dalam dua siklus. Pengumpulan data dalam penelitian ini dilakukan dengan metode observasi dan tes. Hasil penelitian dianalisis dengan metode analisis statistik deskriptif dan metode analisis deskriptif kuantitatif. Hasil penelitian siklus I diperoleh nilai rata-rata keaktifan belajar siswa sebesar 71 dan ketuntasan klasikal 71%. Nilai rata-rata keaktifan belajar siswa pada siklus II yaitu 86,41 dan ketuntasan klasikalnya 86,41%. Tampak adanya peningkatan rata-rata keaktifan 15,41 dan ketuntasan klasikal 15,41%. Hasil penelitian siklus II diperoleh nilai rata-rata hasil belajar siswa sebesar 66 dan ketuntasan klasikal 66 %. Nilai rata-rata hasil belajar siswa pada siklus II yaitu 85,5 dan ketuntasan klasikalnya 85,5%. Tampak adanya peningkatan rata-rata hasil belajar sebesar 19,5 dan ketuntasan klasikal 19,5%. Disimpulkan bahwa penerapan pendekatan PAIKEM berbantuan media grafis dapat meningkatkan hasil belajar Bahasa Indonesia siswa kelas IV sekolah dasar.

ABSTRACT

Student engagement is not optimal and has an impact on learning outcomes, so the PAIKEM approach, aided by graphic media, must be used. The study's goal was to examine the increase in activeness and learning outcomes of Indonesian fourth grade students after using the PAIKEM approach with graphic media. This is a two-cycle classroom action research project. In this study, data was collected through observation and testing methods. The study's findings were analyzed using both descriptive statistical and quantitative descriptive methods. According to the findings of the first cycle of research, the average value of student learning activity was 71 and 71% of classical completeness was obtained. In cycle II, the average value of student learning activity was 86.41, with a classical completeness of 86.41%. The average activeness of 15.41 and 15.41% of classical completeness appears to have increased. The second research cycle yielded an average of 66 student learning outcomes and 66% classical completeness. In cycle II, the average value of student learning outcomes is 85.5, with a classical completeness of 85.5%. There appears to be a 19.5 and 19.5% increase in learning outcomes, respectively. It was concluded that using the PAIKEM approach in conjunction with graphic media could improve the learning outcomes of Indonesian students in elementary school class IV.

1. INTRODUCTION

In essence, education is a deliberate and planned effort to prepare students for their future roles through guidance, teaching, and/or training activities. Government regulations governing National Education Standards serve as the foundation for planning, implementing, and supervising education in order to achieve high-quality national education (Iskandar Batubara et al., 2018; Muhaimin et al., 2020; Rahmawati & Anggraini, 2017). The current standardization and professionalism of education necessitates an understanding of the changes that occur in various components of the education system by various parties (Li, 2020; Syar'i et al., 2020; Tan & Hsu, 2018). Education policies that were previously centralized have given way to decentralization, which emphasizes that education policy making moves from the center (top government) to local governments (district governments) (Perdana, 2018; Safitri et al., 2020; Simanjuntak et al., 2020 ; Sit & Assingkily, 2020). The decentralization of education was

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implemented in accordance with the government's macro policy, namely regional autonomy, so that the centers of power were delegated to the regions and penetrated educational units and schools of various types and levels.

The National Education Standards serve as a binder for the curriculum developed by each school and educational unit (Cintia et al., 2018; Prihantini, 2017; R. Rustiana, 2013). Teachers and school principals play a critical role in determining and driving the various components and dimensions of the school (Houseal et al., 2014; Lee & Martin, 2020; Usman & Anwar, 2021). Teachers are educational staff who have heavy duties and great humanitarian responsibilities related to this nation's generation's educational process toward the gate of success in breaking free from the shackles of ignorance (Blanchard et al., 2016; Maulina et al., 2020; Nurlaily et al. , 2019). The success of education is heavily reliant on the teacher's aspects of curriculum implementation in learning.

Learning is a process that involves interactions between teachers and students, as well as between students and their surroundings (Budiarto et al., 2021; Kurniawati et al., 2019; Ranti et al., 2017). Learning will be meaningful if students participate actively, both physically and mentally. As a result, teachers must be able to create an environment that engages students in the learning process (Dewi & Suniasih, 2020; Duran et al., 2015; Gever et al., 2021). Teachers can create a learning environment that activates students physically and mentally by using their own learning innovations. Furthermore, it stimulates students' creativity to continue developing their creativity, both in terms of developing students' imagination and creativity abilities and being able to create a happy or pleasant atmosphere so that it can affect increased motivation and interest in learning (Putri et al., 2021; Yonanda et al., 2019).

Efforts to create a learning environment system that allows students to be actively involved both physically, intellectually, and emotionally, develop student creativity and fun, or generate enthusiasm for learning in students, and realize learning goals optimally necessitate the involvement of all components of education (Farizka & Cahyono, 2021; Ismail et al., 2018; Sumarmi et al., 2021). Educational and teaching objectives, students or students, education personnel, particularly teachers, teaching planning as a component of the curriculum, learning strategies, learning media, evaluation, facilities and infrastructure, environment, and other components that can support learning activities are among the components that comprise learning activities (Hernawati et al., 2018; Muhaimin et al., 2019; Munje & Jita, 2020). Thus, in order to achieve optimal learning objectives, all educational components, including learning strategies or methods and the suitability of the use of learning media with the subject matter to be presented, must be included. Teachers with the competencies can understand how to sort, select, and assess the suitability of teaching materials using learning strategies or methods and learning media to achieve more effective and efficient learning goals or objectives (Ariyanti, 2020; Rahyasih et al., 2020; Setiawan & Syaifuddin, 2020).

Based on the preceding logic, it is possible to conclude that when developing a strategy, it is necessary to consider the compatibility of learning methods and media with the subject matter to be presented in order to increase student activity and learning outcomes. The minimum learning completeness criterion (KKM) in Indonesian class IV subjects is 6.50. Based on observations made while the teacher was teaching fourth grade students at Elementary School No. 1 Jinengdalem, teachers are not yet effective when it comes to encouraging student activity and the use of media during the learning process. This is demonstrated by the last semester's average Indonesian learning result of 6.10. Based on the value data at school, it appears that there is no completeness between the school's expectations of the standard of completeness and the average score obtained by students, and when individual student scores are acquired, many student acquisitions are still below the KKM. Aside from value data, it appears that students continue to struggle with using Indonesian in the context of oral and written communication during the learning process. Psychologically, students' interest in learning remains low, as evidenced by their lack of attention when the teacher explains the lesson, and there is still pressure on students, resulting in a sense of boredom and less than optimal student attention to the lesson being delivered (Fadillah, 2016; Fauziah et al. , 2017; Lestari, 2015). Physically, it appears that students' activities in participating in the learning process have not been optimal. This is evident in the attitude of students who are still passive in the learning process, and students tend to be passive in receiving material rather than active in discovering and understanding material. Such circumstances can impede the development of activeness and the achievement of optimal student learning outcomes in Indonesian subjects.

Teaching Indonesian in elementary schools is primarily about teaching language skills rather than language itself (Heriwan & Taufina, 2020; Mohamad Johan, 2018). Language teaching is presented meaningfully as a whole, namely in the context of its use in communication, rather than as discrete or disconnected elements (Nani & Hendriana, 2019; Sari et al., 2021). Learning a language is essentially learning communication, and language learning aims to improve the learner's ability to communicate both orally and in writing. Listening, speaking, reading, and writing skills must be developed during this time (Desrinelti et al., 2021; Khoiruman, 2021; Triwulandari et al., 2021). This demonstrates the significance of

developing spoken and written language in elementary school children in order to support students' ability to communicate.

According to the description above, learning spoken and written language is critical for supporting children's language skills. As a result, to increase students' learning enthusiasm in Indonesian language classes. The teacher must seek conditions that actively engage students, stimulate the emergence of student creativity, streamline the learning process, and strive for students to feel comfortable participating in learning through learning that is as comfortable and enjoyable as possible (Bagus, 2017; Hidayah, 2015; Susilo, 2020). It is necessary to find a solution to this problem. One approach is to use the PAIKEM Approach, which stands for Active, Innovative, Creative, Effective, and Fun Learning. Previous research findings indicate that the PAIKEM approach can improve the learning environment (Hardianto & Baharuddin, 2019; Siregar, 2017). The goal of this study was to examine the graphic media-assisted PAIKEM approach to Indonesian language subjects in grade IV elementary schools. It is hoped that the implementation of the PAIKEM approach, aided by graphic media, will increase activity and learning outcomes.

2. METHODS

This study was carried out at Elementary School Number 1 Jinengdalem with a total of 36 students, 20 male students and 16 female students as research subjects. The cycleitis stage was used for this classroom action research. Each cycle is divided into four stages: planning, implementation, evaluation, and reflection. The observation method and the test method were both used to collect data in this study. Using a rating measuring instrument is one method that can be applied from the observation method. Rating measuring tools are typically used to supplement data exploration tools using an observational approach, in which a teacher or evaluator must conduct extensive observations to achieve this goal. The observation method was used in this study to collect data on students' participation in the Indonesian language learning process. In research, the test method is a method of obtaining data in the form of a task performed or performed by a person or group of people being tested (testee), and this test can produce data in the form of scores or interval data (Agung, 2017). The test method was used in this study to collect cognitive data from students. This study employs a quantitative descriptive statistical analysis method for data analysis. This method is used to process data about Indonesian subjects' activity and learning outcomes. The M (%) or average percent to the LAP scale of five can be used to determine the level of student activity and achievement in learning Indonesian. This study's success criteria are as follows: 1) The average student learning outcomes are 65 or higher, with a classical completion percentage of 85%. 2) With a classical activeness percentage of 85%, the average student learning activity is equal to or greater than 65.

3. RESULT AND DISCUSSION

Results

First, consider cycle I. The mean formula (M) compares the average (M) with the PAP criteria on a scale of five, yielding the conclusion of very active, active, moderately active, less active, and very less active. Each indicator has a maximum score of 5 based on observations made during the application of the PAIKEM approach assisted by graphic media in Indonesian subjects using indicators. As a result, the learning activeness data has a maximum ideal score (SMI) of 100. Furthermore, the data obtained were analyzed to yield an average of 71. This average was converted into a PAP scale of five, which 71% obtained. The average activity is compared to the five LAP criteria. The average percentage falls between 70% and 84%. This demonstrates that the activeness of learning Indonesian in cycle I meets the criteria. Cycle II was improved based on the results of PTK reflections in cycle I by making the PAIKEM approach more effective with the help of graphic media, so that students were more active in the learning process.

In the initial reflection, student learning outcomes obtained a class average of 6.10 and 58% classical completeness, which is still classified as incomplete, implying that students' abilities in learning Indonesian must be improved. The material/subject matter presented in cycle I included the use of hyphens, writing rhymes for children, and the use of hyphens. 1. shows data on the acquisition of student learning outcomes in cycle I.

Furthermore, the data obtained was analyzed to yield an average of 66. This average was converted into a PAP scale of five, yielding 66%. Based on these findings, it is possible to conclude that the average student learning outcomes in cycle I were 66 with a percentage of 66%, which is classified as moderate completeness criteria because it falls within the traditional range of material mastery of 55% - 69%. The findings of the cycle I research included learning activeness and students' Indonesian learning

outcomes using the PAIKEM approach aided by graphic media. The results of data analysis of student learning activeness on a scale of 100, with observed scores ranging from 40 to 100, yielded an average value of 71 for students' Indonesian learning activeness and 71% for classical completeness.

Table 1. Frequency Distribution of Indonesian Language Learning Outcomes Data for Grade IV Students

Interval Class	X	f	Fk	x'	fx'
73-75	74	6	36	+1	6
70-72	71	12	30	0	0
67-69	68	0	18	-1	0
64-66	65	6	18	-2	-12
61-63	62	0	12	-3	0
58-60	59	7	12	-4	-14
55-57	56	5	5	-5	-25
Total	-	36	-	-	-59

Based on data analysis of student learning outcomes on a scale of 100, with test scores ranging from 55 to 75, the average score of students' Indonesian learning outcomes is 66, placing them in the medium category, and the classical completeness is 66%. The research is said to be successful if the average value of student learning activeness is greater than or equal to 65 and the completeness is 85%, according to the success criteria. If the average student learning outcomes are greater than or equal to 65, and the classical completeness is 85%, the criterion for success is met. According to the data on Indonesian students' activity and learning outcomes from cycle I, it appears that this research did not meet the criteria for completeness. At the end of Cycle I, reflection was carried out; the guidelines used in this reflection were observation sheets and learning achievement tests at the end of the cycle. In cycle I, the activeness of student learning met the active criteria, and the learning outcomes obtained by students improved from the preliminary reflections conducted prior to the action. However, due to several obstacles encountered during cycle I, these learning outcomes did not meet the targeted criteria. The obstacles encountered in cycle I included: (1) students were not used to working in groups, so they seemed less enthusiastic in discussing together their respective group members; (2) in group discussions, students still seemed less active in discussing with their group mates, whether it was asking questions, answering, or expressing opinions to their respective groups or to the teacher; and (3) the use of less appealing media, which was not optimal in attracting students.

Based on the difficulties encountered in cycle I, researchers and teachers agreed to seek alternative solutions to the difficulties encountered in cycle I, which were then refined in cycle II. Improvements to the actions taken include (1) motivating students to always work together in their respective groups, as well as reminding appreciation or reinforcement to students who dare to ask questions and express opinions; (2) giving little direction or warning to students who do not respect the opinions of their friends so that they do not interfere with the learning process; and (3) directing students in making conclusions by providing prompting questions that lead to the expected outcomes. Second, the outcomes of Cycle II. Each indicator has a maximum score of 5 based on observations made during the application of the PAIKEM approach assisted by graphic media in Indonesian subjects using indicators. As a result, the learning activeness data has a maximum ideal score (SMI) of 100. Furthermore, the data obtained were analyzed to yield an average of 86.41. This average was converted into a five-scale PAP, which yielded 86.41%. The average activity is compared to the five LAP criteria. The average percentage falls between 85% and 100%. This demonstrates that the activeness of learning Indonesian in cycle II is very active. Based on the results of data analysis of Indonesian students' active learning on a scale of 100, with the score moving from 65 to 100, an average score of 86.41 was obtained, which was in the criteria for very active learning with classical completeness of 86.41%. The research is said to be successful if the average value of student learning activity is greater than or equal to 65, and the classical completeness is 85%, according to the success criteria. This study met the success criteria based on data from students' Indonesian learning outcomes in cycle II. Table 2 shows the distribution of students' Indonesian learning activeness in cycle I and after the action in cycle II.

Cycle II research findings included students' learning outcomes in Indonesian. The material/subject matter presented in cycle II includes writing simple essays, reading announcements, and intensive reading. The collected data was analyzed to yield an average of 85.5. This average is converted into a PAP scale of five, which yields 85.5%. Based on data analysis of students' Indonesian learning outcomes on a scale of 100, with test scores ranging from 60 to 100, an average value of 85.5 is obtained, which falls within the criteria of very high learning outcomes with a classical completeness of 85.5%. The

research is said to be successful if the average value of student learning outcomes is greater than or equal to 65, and the classical completeness is 85%, according to the success criteria. This study met the success criteria based on data from students' Indonesian learning outcomes in cycle II. Table 3 shows the distribution of students' Indonesian learning outcomes in cycle I and after the action in cycle II.

Table 2. Data Comparison of Students' Indonesian Learning Activeness in Cycles I and II

No.	Indonesian Learning Activeness	Average	Classical Mastery	Success Criteria
1	Cycle I	71	71%	Not yet succes
2	Cycle II	86.41	86.41%	Success

Table 3. Data Comparison of Students' Indonesian Learning Outcomes in Cycles I and II

No.	Indonesian Learning Outcome	Average	Classical Mastery	Success Criteria
1	Cycle I	66	66%	Not yet succes
2	Cycle II	85.5	85.5%	Success

At the end of cycle II, reflection was carried out; the guidelines used in this reflection were observation sheets and learning achievement tests at the end of the cycle. The average acquisition of learning activeness classes in cycle II was 86.41 with a class completeness percentage of 86.41% and the average acquisition of learning outcomes in cycle II was 85.5 with a class completeness percentage of 85.5%. Observations made during the cycle II learning process reveal that: (1) students are becoming accustomed to working in groups, so they appear very enthusiastic in discussing with their respective group members; (2) in group discussions, students appear to be very active in discussing with their group mates, whether it is asking questions, answering, or expressing opinions to their respective groups or to the teacher; and (3) the use of more appealing media to optimize learning. The activeness of student learning has increased from active criteria to very active in cycle II. Students' learning outcomes improved from cycle I to cycle II, moving from moderate criteria to very high criteria. The research success criteria were met in cycle II, and the research concluded with the acquisition of very active learning and very high learning outcomes.

Discussion

Active, innovative, creative, effective, and enjoyable learning must be practiced properly in the learning process. It can be broadly described as follows. To begin, students are directly involved in a variety of activities that help them develop their understanding and abilities, with a focus on learning through practice (Hardianto & Baharuddin, 2019; Siregar, 2017). Second, teachers must use a variety of tools and methods to generate enthusiasm, including using the environment as a learning resource to make learning interesting, fun, and appropriate for students (Hardianto & Baharuddin, 2019; Najah et al., 2020). Third, teachers must be able to organize classes in a variety of ways, such as displaying more interesting books and learning materials and providing learning tools. Fourth, the teacher employs a more cooperative and interactive teaching style, including how to work with groups in all situations (Najah et al., 2020). Fifth, the teacher encourages and motivates students to solve problems on their own, to express their ideas, and to participate in the creation of their school environment (Emmy Natsir & Jamila, 2021; Lubis, 2013).

Graphic media is media material that does not have a two-dimensional projection and is typically in the form of images or writing (Khaulani et al., 2019; Purwani et al., 2019). Graphic media, like other forms of media, serves to channel messages from the source to the intended recipient. The channel employed is concerned with the sense of sight. The intended message is poured into visual communication symbols (Khaulani et al., 2019; Trisnadewi et al., 2020). Graphic media includes, among other things, pictures/portraits, diagrams, charts, graphs, cartoons, posters, maps, and sticky boards. Each type of graphic media has unique characteristics that set it apart from the others, but they all have a lot in common (Khaulani et al., 2019; Trisnadewi et al., 2020). The PAIKEM approach, aided by graphic media, is applied to the Indonesian subject for fourth grade students in order to increase students' motivation to learn. Students become more diligent in preparing and solving problems in discussions as the facilitator provides more intensive guidance, and students' enthusiasm for learning grows (Hendri et al., 2020; Puspitowati, 2019). Interaction between students and with the facilitator becomes more intimate, so students do not hesitate to express responses, problems, or answers to questions that are discussed

(Bunda & Junaidi, 2021; Dwi et al., 2021; Yasa et al., 2021). The use of graphic media in conjunction with the PAIKEM approach can foster creativity and develop students' reasoning power in learning, as well as create comfort and fun during the learning process because they feel motivated in learning that is applicable to everyday life. The presented learning is no longer abstract, because by emphasizing everyday phenomena and employing graphic media, students are better able to interpret a concept.

Based on the analysis of student responses, it appears that the PAIKEM approach, aided by graphic media, can be accommodated by students in learning because students have a positive response to the approach and learning media used. Students stated that by disclosing contextual problems and using graphic media in learning, they felt motivated and were able to describe abstract concepts in more concrete terms, making them easier to understand. Second, they enjoy discussing and presenting their arguments in front of the class because there is cooperation and collaboration between students with low and high abilities; and (3) learning becomes more varied and less boring with discussions and presentations in front of the class. These findings suggest that learning Indonesian for fourth grade students can be accomplished using the PAIKEM approach aided by graphic media. In general, using the PAIKEM approach with graphic media can improve students' learning outcomes and activeness in Indonesian, and empirically, students have a very positive response to using the PAIKEM approach with graphic media to learn Indonesian.

4. CONCLUSION

According to the data analysis, the average value of learning Indonesian in cycle I was in the active category. Then, in cycle II, Indonesian students are extremely active in their learning. It was concluded that using the PAIKEM approach in conjunction with graphic media could improve the learning outcomes of Indonesian students in grade IV SD. The use of graphic media in conjunction with the PAIKEM approach can increase the activeness of learning Indonesian.

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