

Improvement of students' learning outcome in primary schools using examples non-examples learning model

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Abstract

This study aims to determine the increase in students' learning outcomes in primary schools. This type of research is Classroom Action Research (CAR) which refers to the theory of Kemmis and Mc Taggart. PTK uses 4 stages, namely planning, action and observation, and reflection. PTK is carried out through 2 cycles where 3 cycles are held in each cycle. Problem solving solutions with examples non examples learning models. The results of the study were obtained from 27 fifth grade students of SD N Pasekan 03 Ambarawa. Data collection techniques are tests and rating skills or scale skills. Data analysis is done by statistical statistics or descriptive statistics. Complete pre-cycle learning is 10 students with a percentage reaching 37.04% and those that are not complete there are 17 students with a presentation of 62.96%. Cycle I which has reached the completeness limit of 13 students with a percentage of 48.15% and 14 students who have not finished with a percentage of 51.85%. Cycle II the percentage of completeness reached 81.48% with a number of 22 students who had completed and 5 students who had not finished with a percentage of 18.52%. Based on the results of the study, it was found that there was an increase in the learning outcomes of class V students in theme 8 of sub-theme 1 learning 1 and 2 using examples non examples learning models.

Keywords: *learning outcome; examples non-examples; primary school*

Introduction

Integrated thematic learning, which is implemented in primary schools, is learning that integrates various competencies from various subject matters into various themes. The implementation of integrated thematic learning in accordance with the 2013 curriculum is a government effort to develop students' abilities simultaneously where there is a combination of several learning content into one delivery. Thematic learning is a learning model that combines several subjects into one theme (Trianto, 2010).

To achieve the learning objectives theme 8 sub-theme 1 in class V, certain techniques or methods are needed to realize the expected learning process. In the learning process, the teacher must have the appropriate technique or way so that students can learn effectively and efficiently, be aware of the expected goals. One step to having the technique is that the teacher must master the presentation techniques in teaching that are appropriate or often called the learning model (Rusman, 2013). So far learning is still centered on the teacher (teacher centered), the teacher in learning seems to dominate learning and the teacher is the only determinant of the direction of learning (Sudjana, 2009). Educating learning should take place as a process or effort carried out by students to get behavioral changes as a result of the

experience of individuals interacting with their environment (Lapono, 2009). Therefore, learning carried out conventionally is one of the problems faced in the weak learning process (Susanto, 2013).

The weakness of a learning process can affect student learning outcomes to be low. Learning outcomes are students' ability to capture material obtained from the learning process. Learning outcomes are changes that occur to students both the ties of cognitive, affective, and psychomotor aspects that they experience through learning activities (Susanto, 2013). According to Dimiyati and Mudjiono (2013) learning outcomes are changes that result in humans changing in attitudes and behavior. Someone who gets high learning outcomes can be said that he has succeeded in learning, and vice versa. Therefore learning outcomes will be a reference for teachers to know the achievement of the learning process.

To improve student learning outcomes, appropriate learning is needed, one of which is the examples non examples learning model. Example non examples learning model is one type of cooperative learning model that emphasizes the participation and activities of students to search for their own subject matter to be learned through available materials, for example from textbooks or students can get it from reading and observing the surrounding environmental situation (Huda, 2013). The examples model requires students to have good abilities in giving an idea of something that is an example of the material being discussed, while non-examples gives an idea of something that is not an example of the material being discussed. Learning models using examples non examples encourage students to learn more critically by solving the problems contained in the sample images provided (Lusita, 2011).

Previous studies emphasized that example-based learning was effective (Atkinson & Renkl, 2007; Gog & Rummel, 2010). Combination of examples and non-examples method was arguably enhanced students' activeness (Anderson et al., 2007; Vokasi et al., 2018; Yensy, 2012), students' learning outcome (Mediatati, 2017; Susanti, 2014), and students' behavior (Djafar, 2014). However, the model has never been tested in primary school. Therefore, the objective of this research was to investigate the implementation of examples non-examples learning model and its effect on the increasing of students' learning outcome in primary schools.

Materials and Methods

This type of research is Class Action Research that uses a spiral model according to Kemmis and Mc Taggart with each cycle there are three stages, namely the planning stage, the stage of action and observation, and the reflection stage. This classroom action research

was conducted with 2 cycles with the research subjects being 27 students (20 male and 7 female) in grade 5 SDN Pasekan 03, Ambarawa, Semarang Regency.

The data collection technique of this study uses tests to determine the improvement of student learning outcomes. Previously the questions were tested first using IBM SPSS Statistics 20 to determine validity and reliability. In addition, data collection also uses teacher observation sheets and student observation sheets. The observation sheet is used to determine whether or not the learning process is achieved in accordance with the implementation plan of learning by using the examples of non-examples learning models as well as knowing the activities of teachers and students in learning activities. The research data analysis was carried out descriptively.

Results and Discussion

This study uses 3 stages, namely pre cycle, cycle I, and cycle II. The pre-cycle stage is the beginning to collect data on problems. In the pre-cycle stage or before the study, only 10 students achieved the minimum completeness criteria (KKM) with a percentage of 37.04%, while 17 other students did not reach KKM with a percentage of 62.96% (Table 1).

Table 1. Students' completeness before the cycle

Criteria	Students number	
	Number	%
Complete	10	37.04
Not complete	17	62.96
Total	27	100

Low learning outcomes because the learning process has obstacles when learning takes place. This is because conventional learning takes place, students are busy on their own, playing with friends and participating less in learning so that if it happens continuously it will affect the low student learning outcomes. Based on the low learning outcomes of the fifth grade students of SD N Pasekan 03 Ambarawa Semerter II in the school year 2018/2019, the research will be conducted using examples non examples learning models to improve student learning outcomes to be carried out in 2 cycles.

The results of the learning cycle I have used examples non examples learning models. In the first cycle of action it is known that there is an increase in learning outcomes from the previous stage. Of the 27 students there were 15 students who reached KKM with a

percentage of 55.56% and 12 students who had not reached KKM with a percentage of 44.44% and obtained an average value of 68.70.

From the observations, it can be seen that there are still shortcomings obtained in cycle I. The teacher has not conveyed the objectives of the learning that will be carried out. Students are still joking with their peers so they pay less attention to the teacher. When discussing, students feel ashamed to express their opinions so that they rely on smarter friends. When group formation gives rise to crowds of students want to choose their own group. Based on these shortcomings, in the second cycle, improvements will be made such as the teacher must pay attention to the steps in the learning implementation plan so that the teacher does not forget to convey the learning objectives. the teacher group must provide positive motivation or encouragement to students to be more active in the group, and when the group division of the teacher is assertive to explain when choosing the group themselves there are some students who do not get a group.

In the second cycle, 22 students reached KKM with a percentage of 81.48% and 5 students had not reached KKM with a percentage of 18.52%. The average value obtained from the lesson is 76.44. Deficiencies that occur in the first cycle have been carried out in cycle II. This shows that there is an increase in learning outcomes by applying learning with examples non examples.

Conclusion

The application of the examples non examples learning model can improve the learning outcomes of elementary school students. Improving learning outcomes can be seen through a comparison of pre-cycle conditions, cycle I, and cycle II. In the pre-cycle condition, students who completed were 37.04%. After the first cycle, learning outcomes have increased to 55.56% and student learning outcomes have increased again after the implementation of the second cycle of 81.48%. The results of the observations show that enthusiastic students in participating in learning use examples non examples learning models.

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