

IMPROVING STUDENT LEARNING OUTCOMES THROUGH POSTER-ASSISTED DISCUSSION METHODS IN LEARNING IPS IN CLASS IV SDN 5 TELAGA, GORONTALO DISTRICT

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Abstract

The problem in this study is whether using the discussion method assisted by poster media can improve student learning outcomes in class IV SDN 5 Telaga, Gorontalo Regency. This study aims to improve student learning outcomes through the discussion method assisted by poster media in class IV SDN 5 Telaga, Gorontalo Regency. This type of research is classroom action research. In the initial observation of students who were able to amount to 8 students or 40%, after the action was carried out in cycle I it became 10 students or 50% who were able, then continued in cycle II students who were able to increase to 17 students or 85%. Based on the results of the study, it can be concluded that through the discussion method assisted by poster media, it can improve the learning outcomes of class IV students at SDN 5 Telaga, Gorontalo Regency

Keywords: Discussion Method, Media Poster.

INTRODUCTION

Awan Mutakim (Susanto, 2014: 10) revealed that social studies learning objectives as a whole help each individual to improve aspects of knowledge, skills, and skill values. In addition to meeting the needs of human relations ships, civic responsibility, economic competence, and thinking ability

The completeness criterion shows the percentage level of competency achievement so that it is expressed with a maximum number of 100 (one hundred). The maximum score of 100 is the ideal completeness criterion. The national completeness target is expected to reach a minimum of 75. Education units can start from the minimum completeness criteria below the national target and then increase it gradually (Sugiyanti, 2022: 10)

In grade IV SDN 5 Telaga there are 20 students, 12 students or 60% of the total number of students whose grades are still below the KKM and only 8 students or 40% of the total number of students whose grades meet the KKM. Efforts that can be made by the teacher to overcome the quality of learning is that the teacher must be able to provide various activities to stimulate the imagination of students. These activities can be in the form of using learning media. With the learning media is expected to help

students' understanding and generate student motivation. One of the media that can be chosen to overcome this problem is by using poster media as one of the interesting media for learning. In addition, poster media is expected to enhance student experience directly and prove concepts in a fun way.

According to Yohana (Hilmi, 2022: 77) a poster is one of the media in the form of a graphic design in which there are writings and pictures on large paper containing information in the form of advertisements or announcements to many people which are displayed in public places so that many people can see and read them. . The poster aims to announce and invite many people to do something with what is written on the poster. Posters prioritize pictures or designs with colors, attractive, concise, clear words.

Based on the views described above, the researcher was motivated to conduct classroom action research entitled: Improving Student Learning Outcomes Through the Media Poster-Assisted Discussion Method in Class IV Social Studies Subject at SDN 5 Telaga, Gorontalo Regency

Definition of Learning

Related to the notion of learning, Aunnurrahman (Herliani, 2022: 2) explains that learning is a process carried out by individuals to obtain a new change in behavior as a whole, as a result of the individual's own experience in interaction with his environment. Furthermore, Dimiyati (Herliani, 2022: 2) explains that if students study, there will be mental changes in students. Slameto (Herliani, 2022: 2) explains that the notion of learning psychologically, learning is a process of change, namely a change in behavior as a result of interaction with the environment in meeting their life needs. Another formulation is: learning is a process of effort by a person to obtain a new change in behavior as a whole, as a result of his own experience in interaction with his environment.

Learning outcomes

According to Horwart Kingsley (Hidayatulla, 2019: 98) divides three types of teaching and learning outcomes (1) Skills and habits, (2) Knowledge and direction, (3) Attitudes and aspirations. Thus, learning outcomes are not only in the form of qualities that must be possessed by students within a certain period of time but can also be in the form of methods or processes that are mastered by students during certain learning activities. Sumarsono (Arman, 2016: 10) says that: "Learning outcomes are the process of achieving students from the learning process they go through in the form of knowledge, skills and attitudes."

Definition of IPS

Mulyono Tj. (Rofiq, 2020: 10) defines IPS that IPS is an interdisciplinary approach to the study of social sciences. IPS is an integration of drafts of various branches of social sciences, such as sociology, cultural anthropology, social psychology, history, geography, economics, political science, and so on. These subjects have the same characteristics, therefore they are integrated into one field of study, namely Social Sciences (IPS).

IPS goals

Nur Hadi (Sitorus, 2018: 232) states that there are four objectives of social studies education, namely: knowledge, skills, students in forming positive habits towards themselves to spur self-development as

individuals. According to Munir (Zuhro, 2021: 124), the social studies learning objectives in elementary schools are as follows:

1. Equip students with social knowledge that is useful in later life in society.
2. Equip students with the ability to identify, analyze and develop alternative solutions to social problems that occur in people's lives.
3. Equip students with the ability to communicate with fellow citizens and scientific fields and areas of expertise.
4. Equip students with awareness of attitudes, positive mentality, and scientific skills towards the use of the environment and become part of that life.
5. Equip students with the ability to develop social science knowledge and science in accordance with developments in the life of science and technology society.

Definition of media

(Mifta, 2022: 12) According to the terminology, the word media comes from the Latin "medium" which means intermediary, while in Arabic the media comes from the word "wasaaila" which means delivery of a message from the sender to the recipient of the message.

Learning Function

Joko Sutrisno (Mifta, 2022: 4) suggests six media functions: (1) generate learning motivation, (2) repeat what has been learned, (3) provide learning stimulus, (4) activate student responses, (5) provide feedback immediately, and (6) promote appropriate training. Meanwhile, Gerlach and Ely (Mifta, 2022: 5) argue that there are three features of media, namely fixative features, manipulative features and distributive features. So learning media that require situations like this are in the form of computer software used by students. In this condition, the teacher acts as a learning facilitator.

Benefits of Learning Media

Sudjana and Rivai (Payadnya, 2022: 58) put forward several benefits of media in the student learning process, namely (I) it can foster student learning motivation because teaching will attract their attention more, (II) the meaning of teaching materials will become clearer so that students can understand and allows mastery and achievement of teaching objectives, (III) teaching methods will be more varied, not solely based on verbal communication through words, and (IV) students carry out more activities during learning activities, not only listening but also observing , demonstrating, directing, and acting.

Characteristics of Learning Media

Jalinus, (2016: 14) each learning media has certain characteristics, which are related to or seen from various aspects, for example Schramm sees the characteristics of media from an economic perspective, the scope of targets that can be covered, and the ease of control by users. The characteristics of the media can also be seen according to its ability to arouse stimulation of all the senses. In this case, knowledge about the characteristics of learning media is very important for grouping and selecting learning media. Kemp (Jalinus, 2016: 15) also argues that media characteristics are the basis for choosing media that is adapted to certain learning situations.

Meaning of Posters

Poster is one of the learning media consisting of colors, pictures, graphics and writing that can be used by teachers and students as a tool to explain, understand and express a concept, idea, opinion, ideas or messages related to science, science . , arts and others (Susanti, 2021:37). According to Sabri Susanti, (2021: 37) a poster is a depiction shown as a notification, warning, or uploader of tastes which usually contains pictures. Meanwhile, according to Sri Anitah Susanti, (2021; 37) A poster is an image that combines visual elements such as lines, pictures, and words that aim to attract attention and communicate messages briefly.

From some of the meanings above, it can be concluded that a poster is an image that combines visual elements such as lines, pictures and words that intend to attract attention and communicate a message briefly.

Functions and Benefits of Media Posters

Sri Anitah (Susanti, 2021: 38) says the benefits of posters are as follows:

1. As a driver of attention
2. As a hint
3. As a warning,
4. creative experience

Meanwhile, according to Nana Sudjana and Ahmad Rivai (Susanti, 2021: 38) in general, posters have uses, which are as follows:

1. Motivating students, posters in learning as a driving force or motivating student learning
2. Warning, contains warnings about an implementation of the rules
3. Creative experience, through activity posters to be more creative to make ideas, stories, essays from a poster that is on display.

Media Poster characteristics

According to Arief S. Sadiman (Susanti, 2021: 39), the characteristics of a good poster are:

1. Simple
2. Presenting one idea and to achieve one main goal
3. Slogan color
4. The writing is clear
5. The motifs and writings vary

The Strengths and Weaknesses of Poster Media

The use of poster media as a learning medium cannot be separated from the advantages and disadvantages of poster media. The advantages and disadvantages of poster media according to Rudi Susilana and Cepi Riyana (Susanti, 2021: 42) are as follows:

1. Excess
 - a. Has a dramatic power that is so high that it captivates and attracts attention
 - b. Stimulate learning motivation
 - c. Simple
 - d. Has a broad meaning
 - e. Can be enjoyed individually or classically

- f. Can be installed or pasted everywhere.
 - g. Can suggest changes in behavior to students who see it.
2. Weakness
- a. Influenced by the level of knowledge of people who see it
 - b. Because there is no detailed explanation meaning, it can lead to various interpretations
 - c. A poster will contain a lot of meaning or significance for certain groups but also not be of interest to other circles.

Principles of Using Poster Media in Learning

(Riyana, 2009: 118)) The use of poster media for learning can be done in two ways, namely:

1. Used as part of teaching and learning activities, in this case posters are used when the teacher explains a material to students (posters as learning media), as well as students in studying material using poster media provided by the teacher. The poster used must be relevant to the purpose and material. Posters are provided by teachers either by making them yourself or by buying or using existing ones. In its use, posters are placed in the middle of the class when needed and taken off again after learning is over. For example, the teacher teaches students about the technique of writing narrative essays about the importance of disposing of trash in its place. Then the teacher puts up a poster about the consequences of littering. The teacher assigns students to observe the posters and then students are instructed to make essays based on the posters.
2. It is used outside of learning which aims to motivate students, as a warning, invitation, propaganda or invitation to do something positive and instill social and religious values. In this case the poster is not used during learning but is displayed in the classroom or around the school in a strategic place so that it is clearly visible to students. For example, invitations to diligently save money, always dispose of trash in its place, remind to carry out worship, not cheat, and so on. The difference between posters used in learning and outside of learning does not have a fundamental difference. The difference is only in the storage and the themes chosen, for learning posters usually raise specific themes in accordance with the curriculum, while posters for display usually use general and universal themes so that they are not weathered by the times. The two types of posters when viewed from the same technique and manufacturing principles have no difference.

Discussion Method

Moore (Prihantini, 2020: 101) divides the discussion method into two, namely whole class discussions and small group discussions . The application of class discussions and group discussions depends on the topics to be discussed, in this case the teacher's role in developing the topic requires selectivity and creativity. There are several types of small group discussions, namely as follows.

- 1) Brainstorming, is a small group discussion activity to generalize ideas, problem solutions, or comments. Simple discussion topics, for example "How to build discipline in the classroom". Various small group opinions are collected and used as material to formulate a joint agreement.
- 2) Buzz group, is a small group discussion in a relatively short time (no more than 15 minutes), aims to exchange opinions or views and reactions to a topic problem. After this activity, it is followed by class discussion to formulate conclusions.

- 3) Task Group, which is a small group discussion to solve a problem or work. This small group is tasked with completing a job so that each member of the group must understand the roles and tasks of each. Groups consist of between four and eight people according to the type of work assignments to be completed. The educator acts as a monitor of the group work process.
- 4) Panel discussions, namely discussions formed in a circle (a round table).

The advantages of the Discussion Method

There are several advantages to the discussion method (Akrim, 2022; 121) as follows:

- Make students aware that problems can be solved in various ways
- Make students aware that by having discussions they express opinions constructively to each other so that better joint decisions are obtained
- Familiarize students to listen to other people's opinions even if they are different from theirs and get used to being tolerant
- Can involve students directly in learning
- Can develop the ability to think creatively, critically, and high-level thinking of students.

Disadvantages of the discussion method (Akrim, 2022; 122):

- Cannot be used in large groups
- Discussion participants received limited information
- Can be mastered by people who like to talk
- Usually people want a more formal approach

RESEARCH METHODS

In this study, the researcher determined that the research subjects were fourth grade students in semester 1 of SDN 5 Telaga, Gorontalo Regency, Gorontalo Province. The total number of students is 117 (56 boys, 61 girls). The number of students is spread over 6 classes and education staff totaling 9 people.

Characteristics of research subjects

The research subjects to be subjected to action were fourth grade students at SDN 5 Telaga. The total number of students is 20 people, consisting of 11 male students and 9 female students. In general, the economic conditions of the students' parents varied, consisting of farmers, traders, civil servants and entrepreneurs. The objective conditions of the varied work of parents of students still provide sufficient support in school activities.

Research variable

Input Variables. The input variable in this study concerns the treatment given to fourth grade students at SDN 5 Telaga related to improving student learning outcomes in social studies subjects.

Process Variables. The implementation of the planned action research is to improve student learning outcomes through the diskuai method assisted by poster media on social studies subjects using the class IV discussion method at SDN 5 Telaga Kota Gorontalo.

Output Variable. In this study the expected results were an increase in student learning outcomes which were observed at each meeting in social studies subjects which could be measured through the following indicators (1) student learning motivation in class (2) student activity in group discussions, and (3) students' ability to work same in the group.

Research methods

The method used in this research is classroom action research (CAR) with the aim of describing the circumstances or phenomena that occur with a focus on issues related to student learning outcomes in social studies subjects through the poster-assisted discussion method in class IV SDN 5 Telaga, Gorontalo Regency.

Research time

This research was conducted in class IV of SDN 5 Telaga, Gorontalo Regency, with a research time of less than 3 months at school. From data collection, data processing, to compiling research results, it will be carried out from August 2022.

Research procedure

This classroom action research consists of 2 cycles, with a description of the activities as follows:

Action Planning Stage

At this planning stage the activities carried out are in the form of preparations consisting of:

- a. Identify the problem
- b. Carry out discussions with the class teacher who acts as an observer which aims to equalize perceptions and provide an explanation of the learning to be carried out.
- c. Designing learning and determining teaching materials to be used is using poster media.
- d. Prepare instruments (guidelines, observations, and final tests)

action stage

The action stages in the learning process with poster media are as follows:

- a. Conducting pre-tests (pretests) aims to determine students' initial abilities regarding the material to be studied.
- b. Delivering learning objectives motivates students
- c. The teacher forms a group of students
- d. The teacher shows the poster media and gives an explanation of what will be done
- e. The teacher guides the group to work together in groups
- f. Each group presents the results of the discussion
- g. The teacher conveys general comments and conclusions
- h. Evaluation
- i. Closing

Monitoring and Evaluation Stage

- a. Conduct discussions with grade IV teachers to plan observations
- b. Make observations on the application of learning using poster media in social studies lessons conducted by the teacher
- c. Record every activity and change that occurs during the application of learning through poster media
- d. The researcher held discussions with the class teacher to discuss the weaknesses or deficiencies that the teacher made and provided suggestions for improvement for further learning.

While the evaluation activity begins with conducting formative tests at the end of each activity. Variables measured through this activity include:

- a. The response of SDN 5 Telaga students as a performance display that illustrates whether grade IV students have achieved mastery of competence at the end of each learning activity.
- b. The results of class IV students at SDN 5 Telaga after participating in one full cycle of activities.

Analysis and Reflection Stage

The results of the above observation and evaluation activities are then analyzed, the results of the analysis become the basis for making reflections. The reflection results are used as input to determine whether or not the next cycle is necessary. The next cycle of action is not needed if the reflection results show success.

Data collection technique

The data and data sources obtained in this study are as follows:

1. Data sources, data sources in this study were fourth grade students at SDN 5 Telaga Gorontalo city, teachers and researchers.
2. The type of data consists of interviews, observations, written tests and documentation.

- a. Interview

Interviews at the time of observation were conducted to determine the condition of students and to find out an overview of the implementation of learning and the problems faced in class. Interviews after the action was carried out to find out the use of poster media on student learning outcomes. Interviews were conducted with class teachers and students.

- b. Observation

Observations are made during the learning process or simultaneously with the implementation of the action. Observations were made of student behavior, both positive and negative. Through observation, data is generated in the form of descriptions of student activities during the learning process.

- c. Written test

Tests carried out in each cycle, namely before learning (pretest), tests are carried out to determine the level of students' understanding of the material to be delivered before learning is carried out. The test is carried out after learning (post test) at the end of the cycle to determine the level of students' understanding after using poster media.

- d. Documentation Techniques

Sugiyono (20017:329) explains that documentation is a record of past events. Documentation can be in the form of writing, pictures or monumental works of a person. In this study,

documentation techniques were used to document all research data and document research activities held at SDN 5 Telaga, Gorontalo city.

Data analysis technique

In analyzing student learning outcomes data, an instrument was used in the form of student learning outcomes tests (written tests) in the form of descriptive questions using score limits based on percentages. The formula used in determining individual absorption and classical absorption is as follows:

Individual absorption = student score X 100%

Total score

Classical absorption = total achievement score of all students X 100%

Maximum score of all students' questions

To find out whether there is an increase in IPS learning outcomes or not, the results of cycle 1 scores are compared to cycle 2. Through this calculation, it will be known to increase learning outcomes through poster learning media.

RESULTS AND DISCUSSION

Based on the results of observations made by researchers on the implementation of social studies content using the discussion method assisted by poster media in class IV SDN 5 Telaga Kab.

Social studies learning outcomes in cycle II have reached the criteria for action success. In this case the teacher conducted 3 meetings in 2 cycles, cycle 1 consisted of 2 meetings and cycle 2 consisted of 1 meeting. Each cycle is carried out in 1 day. From cycle 1 to cycle 2 there has been an increase in learning outcomes which were originally student learning outcomes that achieved completeness of only 63% after continuing with cycle 2 to 93%. So it can be concluded that there has been an increase in the learning outcomes of class IV students at SDN 5 Telaga on social studies content.

Discussion

In this classroom action research, the researcher was assisted by a class IV homeroom teacher named Fatmawaty K. Adam, S.Pd who acted as a partner teacher in the learning process activities. The discussion in this class action research is about improving student learning outcomes using the discussion method assisted by poster media in social studies class IV. This research was conducted in two cycles and each cycle consisted of 4 stages, namely planning, implementation, monitoring and evaluation, and reflection. In carrying out the actions in either cycle I or cycle II, student learning outcomes were observed from the beginning of the activity to the end of the learning activity using the teacher activity observation sheet instrument, student activity observation sheet and evaluation in each cycle.

Based on the learning outcomes obtained by the researcher when teaching using the poster-assisted discussion method, the number of student completeness presentations in cycle I was 50% greater than the completeness score given by the homeroom teacher to the researcher with a completeness margin of 40%. This shows that the use of the poster-assisted discussion method can help students think and analyze the material well so that it indicates student learning outcomes. However, the learning outcomes in cycle I were declared not optimal because they had not reached the success indicator of

80%. In cycle I, there were still 10 people who had not completed the aspect of learning outcomes with a presentation of 50% and the remaining 10 people who were categorized as complete with a percentage value of 50%, it is still necessary to do research in cycle II.

In cycle II there was an increase in learning outcomes in social studies content, out of 20 students, as many as 17 students or 85% succeeded in achieving scores above the minimum completeness criteria or complete, while for those who did not complete the remaining 3 people or 15%. This shows that the results of student learning using the discussion method assisted by poster media in social studies lesson content for cycles I and II have increased or are said to be optimal. The increase in learning outcomes in cycle II occurred because researchers had developed a discussion method assisted by poster media. In cycle I, the materials and quizzes were in the form of worksheets, so the methods and media were not very interesting. After continuing in cycle II the researcher carried out developments in the media and methods used to look more new and students were more curious because this level of curiosity could create an atmosphere where students wanted to try to pay more attention to the lessons given so that when there were assignments or quizzes they could use mixed media. or manipulated by the discussion method. Improved learning outcomes also occur because in cycle II each student has the same opportunity to use learning media so that each student will study seriously so that when they get a quiz they can answer the questions they get.

Thus it can be concluded that the learning outcomes on social studies subject matter in class IV SDN 5 Telaga by using the discussion method assisted by poster media can improve student learning outcomes. So the hypothesis in this study is "If the teacher uses the discussion method assisted by poster media, then student learning outcomes in social studies content in class IV SDN 5 Telaga will increase".

CONCLUSION

Based on the results of the study it can be concluded that the discussion method assisted by poster media can improve student learning outcomes in social studies content in class IV SDN 5 Telaga. This is shown by the results of student learning in cycle I and cycle II which are complete and have increased. This is because in cycle II the students are more active in learning and can indicate receiving material and doing the assignments given. In cycle II, student learning outcomes have achieved the expected performance indicators. Through the discussion method assisted by poster media, it is believed that it can enrich students' knowledge and information obtained because discussions stimulate students to think or express their own opinions. Discussion is a method that can lead students to master the material provided.

With this the researcher said that in a teaching-learning method only it cannot improve student learning outcomes and even makes students uncomfortable in the learning process. But if the discussion method does not stand alone but is combined with learning media, it can enrich teaching materials so that it indicates student understanding and when combined with learning media, the teaching material will have a clearer meaning so that it can be better understood by students, and allows students to master learning objectives. better, this also does not have an impact on students but can have a good impact on the teacher, that is, teaching will be more varied, not merely verbal communication through the narration of words by the teacher. So that students don't get bored and the teacher doesn't run out of energy in the learning process in every lesson.

Suggestion

In improving student learning outcomes in social studies content by using the discussion method assisted by poster media to improve student learning outcomes in social studies content in class IV SDN 5 Telaga, the researchers provide the following suggestions.

1. For student

By applying the discussion method assisted by poster media, the researcher hopes to improve student learning outcomes in social studies content.

2. For Teachers

By applying the discussion method assisted by poster media, the researcher expects the teacher to be able to convey material to students clearly and precisely. Teachers become more creative in managing learning in schools.

3. For Schools

By applying the discussion method assisted by poster media, the researcher hopes to improve the quality of teachers at the school and develop the quality of the school.

4. For Researchers

For the researchers themselves, the application of the poster-assisted discussion method hopes to increase knowledge in conducting classroom action research, to increase professionalism and to improve learning outcomes or knowledge in the teaching and learning process.

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