INCREASING THEMATIC LEARNING OUTCOMES OF ASEAN MATERIAL THROUGH COOPERATIVE LEARNING MODEL ASSISTED WITH INTERACTIVE MEDIA

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ABSTRACT

This Classroom Action Research, entitled efforts to improve thematic learning outcomes in Social Sciences (IPS) content on ASEAN cooperative learning models assisted by interactive media, is hoped that these learning models and media can also provide opportunities for students to discuss with friends to respect each other. The research was conducted on fourth grade students at UPTD SDN Mlajah 2 Bangkalan. The data in the study were collected using observation, interviews, documentation and tests. In this study, using 2 cycles accompanied by reflection in each cycle. Based on the analysis of the data obtained by class VI students at UPTD SDN Mlajah 2 Bangkalan, there was an increase from cycle 1 to cycle 2. In cycle 1 students obtained an average test score of 68, while in cycle 2 obtained an average test score of 82.2. Thus, students experience an increase in learning outcomes and are expected to be used as a reference for further teaching and learning processes. Thus, it can be concluded that the cooperative learning model assisted by interactive media is applied during the teaching and learning process.

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A. Introduction

Education is a process of learning knowledge, skills and habits of a group of individuals that are passed down from generation to generation through teaching, training and research activities. Education is also referred to as a basic effort that is carried out systematically in creating a learning atmosphere that aims so that students can improve and develop their potential. Education makes every individual have intelligence, noble character, personality, spirituality, and skills that can be utilized for themselves and their environment (Sebayang, 2019). The development of technology in the current era of globalization has taken the full attention of the general public, not only young people and parents, even early-age students and elementary school students (SD) are used to the rapid development of information communication (ICT) (Muyaroah & Fajartia , 2017). Technological developments have a big influence on the habits of every individual, which of course has negative as well as positive impacts. Technology provides easy shortcuts for each individual in the learning process (Suryanda, Ernawati & Maulana, 2016).

The implementation of the 2013 curriculum in Indonesia promises to produce productive, creative, innovative, and character-driven successors to the nation (Mulyasa, 2016: 39). Based on the results of observations and interviews that were conducted with the class VI teacher at UPTD SDN Mlajah 2 Bangkalan with Mrs. Rukmiyati S.Pd, the learning outcomes of students, especially class VI, in thematic learning were still low. This is caused by several factors, namely: 1) teachers still use the lecture method in conveying information so that students feel bored because learning is not interesting; 2) the teacher only explains the learning material; and 3) the teaching and learning process does not use learning media that can help students. This causes students to have difficulty understanding thematic material which has an impact on student learning outcomes. Factors that influence the success of learning is the teacher's skills in presenting the material. Presentation of material that is not boring and interesting can have a positive influence on students (Awaludin, Wibawa, & Winarsih, 2020; Effendi & Hendriyani, 2020). Changes in teaching methods can be seen with changes in traditional learning approaches that emphasize rote learning to contextual learning. In addition, learning media can also help students become interested in the learning process.

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Learning media is a learning tool that can facilitate teachers in conveying material to students. Tejo Nurseto (in Darimi, 2017) states that learning media is needed to achieve the effectiveness of achieving learning objectives. Teachers are expected to be able to use existing technology to assist the learning process for students. Teachers are required to be able to use the learning tools or media provided in accordance with the demands of the times (Darimi, 2017). The learning process in elementary schools requires teachers to be able to use technology as an interactive learning medium in conveying material to students. Teaching materials used by teachers in learning must be interactive so that they have their own charm (Warkintin & Mulyadi, 2019).

It is very important to use interactive media in learning to improve the learning process so that it is effective and functional (Poerwanti & Mahfud, 2018). The use of interactive media in learning can make students active so that the learning process is not only centered on the teacher. Students have more opportunities to develop their abilities or potential optimally. One form of technological progress in the current era of globalization is the creation of computers. Computers are a form of technological development that can be used in all aspects of life, including in education. One of the software on a computer that can be used as a learning medium is PowerPoint. Powerpoint will help combine all media elements such as text, images, sound, video and animation so that they become an interesting learning media (Warkintin & Mulyadi, 2019). One of the subjects in elementary school is Social Sciences. This subject is a field of study in the school curriculum that studies human life in society and the interaction between humans and their environment and is abstract in nature. IPS materials are full of abstract messages (Rahmad, 2016).

The success of the learning process is determined by several factors such as the teacher's role in learning, the use of various learning media and learning models that are appropriate to the level of student development. One type of learning model that can be used in learning is cooperative learning. Kunandar (2010: 359) states that cooperative learning is learning that consciously and deliberately develops caring interactions between students to avoid insults and misunderstandings that can lead to hostility. Wena (2011: 189) added that through cooperative learning, students will have the opportunity to work with other students on structured tasks. Thanks to cooperative learning too, a student becomes a learning resource for his friends.

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B. Method

This Class Action Research was conducted in class IV at UPTD SDN Mlajah 2 Bangkalan, Bangkalan sub-district. The number of students is 40 students. The Classroom Action Research model used in this study is the Cooperative Learning model assisted by interactive media. The focus of this research is understanding and student learning outcomes through the use of interactive media by giving tests at the end of each learning cycle. The research was conducted at UPTD SDN Mlajah 2 for two meetings or two cycles. The instruments in the classroom action research consisted of lesson plans, student books, observation sheets, psychomotor assessment sheets in the form of presentations and cognitive assessment sheets in the form of written tests which were given at the end of each learning cycle individually or in groups. Research data collection was carried out using observation techniques, documentation and learning outcomes. The Minimum Completeness Criteria (KKM) for IPS subjects is 70. Students will be declared complete if the score obtained is more than 70. Students who are declared incomplete if the value obtained is less than 70. Indicators of success or benchmarks for this class action research are: 1) If at least 85% of students get a minimum score of 70 with a score range of 0 to 100; 2) the increase in student activity reaches a minimum of 70%.

C. Result and Discussion

Implementation of cycle 1 is carried out by requiring about 1 (1)/5 hours, with changes in the learning model from using the lecture method to learning with cooperative learning models to increase understanding, activeness and student learning outcomes. These results can be seen from the planning, implementation, observation and reflection. From the results of analysis and reflection in cycle 1 it turns out that the level of completeness of student learning outcomes has not yet reached the predetermined limit criteria. The data obtained for learning completeness in the implementation of cycle 1 are as follows:

1. Class Action Planning consists of: 1) Preliminary Activities; 2) Core Activities (students are divided into 6 groups); Closing Activities.
2. Implementation of Actions: actions are carried out using contextual learning in large groups (each group consists of 6 to 7 students) on ASEAN material
3. Learning outcomes based on the analysis of group discussion results obtained results with the highest scores of 85 and 55. This means that the value of the

group discussion results is not as expected. Based on the analysis of individual tests, the results were obtained with an average value of 68 and a completeness percentage of 62.5%, this means that the learning outcomes were not as expected.

4. Reflection Results: The results of student observations and student learning outcomes, it can be seen that in cycle 1 indicators of success have not been achieved so that corrective action needs to be held in cycle II so that student learning outcomes can be improved.

Tabel 1. Cycle I Test Results

No.	Description	Test Results
1.	The highest score	85
2.	Lowest value	55
3.	Average value	68
4.	Value range	30

Implementation of cycle II takes 2 hours. After analyzing the results of the first cycle in implementing the improvement in the second cycle, the researchers tried to perfect the action by optimizing learning using interactive media, namely powerpoint. Implementation of learning using cooperative learning models with the help of interactive media aims to improve understanding and student learning outcomes to be better than before. These results can be seen from the results of planning, implementation, observation, and reflection. From the results of the implementation of cycle II, the following data were obtained:

1. The results of observations of students: student cooperation in groups, student activity in discussions, student courage in presenting the results of discussions is good. The percentage score is 82.5%, meaning that overall the results of student observations are good.

2. Learning outcomes: based on the analysis of individual test results obtained results with an average score of 85.25 and a completeness percentage of 90%, this shows that the learning outcomes are as expected.

Tabel 2. Cycle II Test Results

No.	Description	Test Results
1.	The highest score	100
2.	Lowest value	65
3.	Average value	85,2
4.	Value range	35

Based on the data above, a frequency distribution table can be made as follows:

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Tabel 3. Frequency Distribution of Cycle I Tests and Cycle II Tests

Value Intervals	Frequency	
	Cycle I test	Cycle II test
91-100	0	9
81-90	2	14
71-80	6	13
61-70	22	4
51-60	12	9

The results of the study above in the implementation of cycle II showed an increase in learning outcomes. individual test results in the first cycle the average value was 68 and the percentage of completeness was 62.5% while the individual test scores in the second cycle the average value was 85.2 and the percentage of completeness was 90%. Thus it can be seen that the indicators of success have been achieved in accordance with expectations, namely at least 85% of students get ≤ 70.

D. Conclusion

Based on the results of the research and discussion, it can be concluded that through the implementation of learning through cooperative learning models assisted by interactive media, it can improve student learning outcomes at UPTD SDN Mlajah 2 Bangkalan in solving ASEAN material questions. The results of the research carried out, the researchers suggested to the homeroom teacher of class VI at UPTD SDN Mlajah 2 Bangkalan to apply the use of interactive media in the form of powerpoints and use cooperative learning models in providing ASEAN material to increase understanding, activeness and student learning outcomes in ASEAN material.

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