IMPROVING LEARNING RESULTS AND STUDENT ACTIVITY ON FABLE STORY CONTENT MATERIALS USING PICTURE STORY POWERPOINT MEDIA

Alivia Risqi Fadilah[1], Andika Adinanda Siswoyo[2], Arina Artika Sari[3], Muh. Radhitya Wahyu Satria[4], Ristin Nur Halizah Putri[5]

[1,2,3,4,5] Elementary School Teacher Education Study Program, Faculty of Education, Trunojoyo University Madura, Madura, Kamal 69162, Bangkalan, East Java, Indonesia

email korespondensi: _190611100261@student.trunojoyo.ac.id[1], andika.siswoyo@trunojoyo.ac.id[2], 190611100277@student.trunojoyo.ac.id[3], 190611100243@student.trunojoyo.ac.id[4], 190611100272@student.trunojoyo.ac.id[5]_

ABSTRACT	ARTICLE INFO

This research was conducted to improve students understanding and learning outcomes through classroom action research using picture story media in the form of power point. This research was conducted in class II SD Negeri Kesamben 02, District Kesamben Jombang with a total of 16 students consisting of 10 boys and 6 girls. This classroom action research uses the Cooperative Learning (CIRC) learning model and aims to use illustrated story media in Indonesian language learning, as an effort to improve students' understanding and learning outcomes related to the content of fables. Collecting data in this study through observation, documentation, and student learning outcomes. The data that has been collected was analyzed using qualitative and quantitative data analysis. The results of this study indicate an increase in both learning outcomes and student activity in learning. student learning outcomes showed an increase as follows: before the increase in the average grade of 75% and after the increase to 88%. Then for the percentage of students' activeness value in cycle 1 is 37.7% and in cycle 2 is 62.5%. So it can be concluded that learning Indonesian about the content of fables through picture story media in the form of power point can improve students' understanding and learning outcomes.

Alivia Risqi Fadilah[1], Andika Adinanda Siswoyo[2], Arina Artika Sari[3], Muh. Radhitya Wahyu Satria[4], Ristin Nur Halizah Putri[5]

A. Introduction

Education is a process of forming a complete human being, both physically and mentally, intelligently, and with noble character (Rini, 2013). Education can also be interpreted as a conscious effort that is carried out systematically in creating a teaching and learning atmosphere with the aim that students can improve and develop their potential (Nurkholis, 2013). With education, individuals will have intelligence, noble character, personality, spiritual strength, and skills that can be utilized for themselves and their environment (Sebayang & Rajajuguk, 2019).

Education also has an important role, namely improving the quality of human resources, realizing general welfare, and educating the nation's life (Hermanto, 2020). This is in line with what was conveyed (Inanna, 2018), that education plays an important role in shaping human resources who are developed, independent, responsible, creative, knowledgeable, healthy and have good morals physically and spiritually. An intelligent nation must have quality human resources, therefore it is very important to maintain and improve the quality of education in order to realize human resources that are able to compete with the changes and challenges of globalization that are increasingly developing and challenging.

The education system in Indonesia itself has educational goals that are classified into three parts, namely the cognitive, affective and psychomotor domains (Magdalena et al., 2020). Children's learning outcomes in the three domains. One of the materials studied and taught is Indonesian language material. Indonesian language education is one of the important materials to be taught to students starting from elementary school with the aim of providing understanding, mastery and being able to implement language skills. These language skills include reading, writing, listening, and speaking. Because language skills are the basis of individuals in communicating, expressing, conveying information and capturing information from other people and the environment (Aini, 2020).

One of the Indonesian language materials taught at the elementary school level is understanding the content of fables. Fables are stories about things or events that don't make sense, are not true, imaginary about animal life that are told like human life (Gusal, 2015). Fairy tales themselves are a means of providing interesting teaching to convey various messages of life for children, especially for elementary school children and as a means of character education (Purwaningsih et al., 2022). Based on the activity of reading fable fairy tales carried out by the

Alivia Risqi Fadilah[1], Andika Adinanda Siswoyo[2], Arina Artika Sari[3], Muh. Radhitya Wahyu Satria[4], Ristin Nur Halizah Putri[5]

grade 2 teacher at SDN Kesamben 02, not all of them were able to understand the contents of the fable story. The activities carried out by the teacher are still without media so that students are invited to imagine themselves based on the fairy tales they hear. After the fable is told by the teacher, then a question and answer activity is carried out related to the content of the fable, only a few students are able to answer. So this indicates that the fables that have been read are not listened to carefully and carefully by students. In addition, listening activities may be less interesting for students so that when the fables are read, students do not pay full attention. And for learning outcomes in the form of giving questions the results are not satisfactory.

There are external factors that cause the problem of low student learning outcomes in understanding the contents of the fable story above. This factor is the lack of learning media which ultimately causes students to find it difficult to understand the material, not interested, and the class becomes not conducive. This is in accordance with what was conveyed by (Wahyuni, 2020), which states that 70% of student learning outcomes in schools are influenced by students' abilities and the remaining 30% is influenced by the environment. Therefore, learning outcomes are not only influenced by internal factors, but can also be influenced by the external environment. The external environment here is defined in the student learning environment related to the quality of teaching or learning carried out by a teacher.

Therefore, the researcher conducted classroom action research to overcome the above problems. Referring to the results of research conducted by (Nur'aini & Sudianto, 2014), that the use of picture story media can improve student learning outcomes by making them more interested during learning activities. Therefore, the researchers made use of the use of PowerPoint-shaped picture story media to improve student learning outcomes. Indicators used in improving students' understanding and learning outcomes individually and classically. The purpose of this classroom action research is to use picture story media in the form of PowerPoint in Indonesian language learning as an effort to improve students' understanding and learning outcomes regarding the content of fables.

B. Method

This Classroom Action Research was conducted in class 2 of SDN Kesamben 02, Kesamben District, Jombang. The number of students as many as

16 children. The Classroom Action Research model used in this study is the Cooperative Learning (CIRC) model with the Discussion and Demonstration method. The focus of this research is on students' understanding and learning outcomes through the use of picture story media in the form of Powerpoint by giving formative tests at the end of each learning cycle. The research was carried out at SDN Kesamben 2 for two meetings or through two cycles. The instruments in this classroom action research consist of lesson plans, student books, observation sheets, performance or psychomotor assessment sheets in the form of presentations and assessment sheets. Cognitive assessment sheets in the form of written tests are given at the end of each individual and classical learning cycle. The research data was collected using observation, documentation, and test techniques. The KKM for Indonesian subjects is 70. Students will be declared complete if the score obtained is more than 70. And students are declared incomplete if the score obtained is less than 70 or less than the KKM. The collected data is then analyzed using quantitative and qualitative data analysis techniques.

C. Result and Discussion

In the implementation of cycle 1, it takes about 3 hours. By changing the learning model from using the lecture method without learning media, changing to learning with the lecture method and Cooperative Learning (CIRC) learning model accompanied by media in the form of picture stories in the form of PowerPoint, questions and answers and demonstrations can improve understanding and learning outcomes as well as student activity. 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 limit criteria that have been set. The data obtained for the completeness of learning in the implementation of cycle 1 are as follows:

Table 1. Learning Outcomes Through Tests In Cycle I

No.	Aspect	Total students	Score	Description	Percentage
1.	Complete	8 (Group 2 dan 4)	85	>70	50%
2.	Not Complete	8 (Group 1 dan 3)	65	≤ 70	50%

Then observations related to student learning activities in participating in Indonesian learning of fable fairy tale material in cycle 1 obtained data that students who showed active learning were 6 students or 37.5%. The results of the reflection showed that the other 10 students in the question-and-answer activity tended to be silent, the teacher chose several students to ask questions, the teacher did not

provide opportunities for all students to answer, many students were busy talking alone with their friends, some students were busy playing LCD, playing games. projector so that the teacher's sharescreen display is not maximally legible, and the lack of sense to put yourself forward to present the results of answering questions, indicators of complete understanding and student learning outcomes have not been met and students who show activeness during learning are only 6 students with a total of 16 students.

In the first cycle, there were 50% of students who did not finish studying. According to the theory of (Trianto, 2012), which states that a class is declared classically complete only if 85% of students complete. When referring to the theory, the trial class in cycle I was declared classically incomplete. In addition, based on the results of observations, that the actions taken have not been able to make students active and focused in receiving learning. Therefore, the researcher repeated the action in cycle II to improve learning outcomes that had not yet reached the classical complete target. This is justified by (Mulyatiningsih, 2015) which states that repetition of actions in classroom action research is important to do if the research results have not reached the target desired by the researcher and to re-assure whether the results obtained in the previous cycle have been successful or not.

The implementation of cycle II takes 4 hours. After analyzing the results of the first cycle, in the implementation of the improvement in the second cycle, the researcher tried to perfect the action by optimizing learning in the form of repeated playback of the powerpoint picture story media so that students would read and listen repeatedly so that students' memories of the contents of the fable story can remember more. It turns out that this effort can improve students' understanding and learning outcomes for the better from all aspects even though it takes longer. These results can be seen from the results of planning, implementation, observation and reflection. From the results of the implementation of the second cycle, the following data were obtained:

Tabel 2. Learning Outcomes Through Tests In Cycle II

No.	Aspect	Total students	Score	Description	Percentage
1.	complete	12 (Group 1,2,3)	90	>70	100%
		4 (Group 4)	85	>70	
2.	Not Complete	-	-	≤ 70	0%

Based on the data in the following table, it shows that all or 100% of students in the implementation of the second cycle have completed learning. then the class

Alivia Risqi Fadilah[1], Andika Adinanda Siswoyo[2], Arina Artika Sari[3], Muh. Radhitya Wahyu Satria[4], Ristin Nur Halizah Putri[5]

in cycle II can be said to be classically complete. Then regarding the observation of student learning activity in participating in Indonesian learning of fable story material in cycle II, it was obtained data that in cycle I, students who had shown active learning were 6 students or 37.5%. In the second cycle, the score of student activity increased by 10 students or 62.5%. The results of the reflection in cycle II showed that in the question and answer session the teacher provided an opportunity for all students to participate in asking and answering questions, the picture story media that was not only given once but many times could make students more curious about the contents of the fable story. and finally asked, the students were more focused, no one was playing LCD or projector.

Based on the data obtained in cycle II, the target for the success of the desired action by the researcher was achieved. This can be seen from the learning outcomes and student activity scores. In the aspect of learning outcomes, when referring to the classical completeness theory of (Trianto, 2012), because in this cycle all or 100% of students are declared complete, the class can be said to be classically complete. In the aspect of student activity, in this cycle the number of students who are active in the class is increasing, from only 6 students with a percentage of 37.5% to 10 students with a percentage of 62.5%. Therefore, the researcher did not repeat the action again.

D. Conclusion

Based on the results of data analysis and the findings obtained in cycles I and II, it can be concluded as follows: 1) the use of picture story media in the form of power point in understanding the content of fairy tales can improve student learning outcomes. The student learning completeness rate in the first cycle is 50%, and the second cycle is 100%. The average value of students increased by 13%, namely from the first cycle of 75% to 88% in the second cycle. 2) the use of picture story media in the form of power point in understanding the content of fairy tales can increase student learning activities. Figures show student learning activity in the first cycle of 37.5%, and 62.5% in the second cycle. With students actively asking students will understand the material better so that it can affect the level of success and completeness of student learning outcomes. Based on the results of the research that has been carried out, the researchers suggest to the homeroom teacher of grade 2 SDN Kesamben 2 to be able to apply the use of media in the form of power points and the use of the CIRC method in providing

Alivia Risqi Fadilah[1], Andika Adinanda Siswoyo[2], Arina Artika Sari[3], Muh. Radhitya Wahyu Satria[4], Ristin Nur Halizah Putri[5]

fable fairy tale material to increase students' reading interest in fable fairy tales and student learning outcomes in identifying content. fables in particular.

Reference

Aini, R. N. (2020). Implementasi Keterampilan Bahasa Siswa Di MI Darussalam 01 Pucangan Kartasura Sukoharjo Tahun Pelajaran 2019/2020. *Jurnal of Education Policy and Elementary Education Issue*, *1*(1), 34–42.

Gusal, L. O. (2015). Nilai-Nilai Pendidikan Dalam Cerita Rakyat Sulawesi Tenggara Karya La Ode Sidu. *Jurnal Humanika*, *3*(15), 1–18.

Hermanto, B. (2020). Perekayasaan sistem pendidikan nasional untuk mencerdaskan kehidupan bangsa. *Foundasia*, *11*(2), 52–59.

Inanna. (2018). Peran Pendidikan Dalam Membangun Karakter Bangsa Yang Bermoral. *Jurnal Ekonomi Dan Pendidikan*, *1*(1), 27–33.

Magdalena, I., Islami, N. F., Rasid, E. A., & Diasti, N. T. (2020). Tiga Ranah Taksonomi Bloom dalam Pendidikan. *EDISI : Jurnal Edukasi Dan Sains*, *2*(1), 132–139.

Nur'aini, D., & Sudianto, M. (2014). Penggunaan Media Cerita Bergambar dalam Pembelajaran Tematik dengan Tema Kegiatan Sehari-Hari untuk Meningkatkan Hasil Belajar Siswa Kelas II SDS Angkasa Surabaya. *JPGSD*, *2*(2), 1–8.

Nurkholis. (2013). Pendidikan Dalam Upaya Memajukan Teknologi. *Jurnal Kependidikan*, *1*(1), 24–44.

Purwaningsih, N. S., Budiono, T., Sugiyo, Sugiyarto, & Nurhuda, Z. (2022). Meningkatkan Pemahaman Isi Dongeng Menggunakan Media Gambar Seri Pada Siswa Kelas 1 SDK Mater Dei Pamulang. *Jurnal Pengabdian Sosial*, *2*(1), 80–94.

Rini, Y. S. (2013). Pendidikan: Hakekat, tujuan, dan proses. *Jogyakarta: Pendidikan Dan Seni Universitas Negeri Jogyakarta*.

Sebayang, S., & Rajajuguk, T. (2019). Pengaruh Pendidikan, Pelatihan Dan Motivasi Kerja Terhadap Kinerja Guru Di SD Dan SMP Swasta Budi Murni 3 Medan. *Jurnal Ilmu Manajemen METHONOMIX*, *2*(2), 105–114.

Trianto. (2012). *Model Pembelajaran Terpadu*. PT Bumi Aksara.

Wahyuni, E. (2020). Upaya Meningkatkan Pemahaman dan Hasil Belajar Siswa Terhadap Unsur-Unsur Cerita/Dongeng Melalui Media Audio Visual Pada Siswa Kelas IV di SD Negeri 1 Mipiran. *Jurnal Kualitas Pendidikan*, *1*(3), 30–35.