
IMPROVING STUDENT LEARNING OUTCOMES SDN PULOREJO THROUGH TEAM ACCELERATED LEARN USING DIORAMA MEDIA

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ABSTRACT

This study aims to determine whether the syllable method can improve the ability of grade I students at SDN II Kudu in reading the beginning and how much the resulting improvement is. This study uses a classroom action research method with a Kurt Lewin research design. Data collection techniques used are interviews, oral tests, documentation, and observation. The data collected was then analyzed descriptively quantitatively. The results showed that the syllable method could improve at the same time there was an increase in the initial reading ability of the first graders of SDN II Kudu. Judging from the increase in learning outcomes from the pre-cycle stage with an average value of 51.56 and classical learning completeness of 54.2% and the results of observing student learning activities of 75%. This increased in the first cycle, namely the average value of 80.83 with classical learning completeness of 79.2% and the results of student learning activity observation sheets of 90%. In the second cycle, it increased again with the percentage of students' average scores being 88.75 with students' classical learning completeness of 87.5 and the results of the student learning activity observation sheets being 100% in the very active category.

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A. Introduction

Education is very important for Indonesian citizens, curriculum selection will be very influential for future learning. The education curriculum in Indonesia is always changing according to the times. Currently, education in Indonesia uses the 2013 curriculum where students are required to be active in learning. However, in practice, of course, there are shortcomings, such as the lack of use of learning models that support teachers to carry out meaningful learning for students and increase student scores. Minister of Education and Culture Regulation No. 22 of 2016 that the learning process in educational units is held interactively, interactively, inspiring and also fun and can also motivate students to be active in learning. With the development of technology, teachers must be able to take advantage of technology such as the use of computers and the internet which can be used by teachers to learn about how to process classes properly so that learning is more efficient and able to improve student learning outcomes.

In the implementation of learning, teachers rarely use diverse learning models for students so that students' learning motivation decreases, because teachers tend to teach by lecturing and use only 1 or 2 learning models without any variation in learning models. This often happens, especially in science learning which is often said to be difficult by students because it is boring and tends to be boring due to the large amount of abstract material. According to Sakran, (2021:14) Varied learning models are able to make learning more quality and also able to increase students' motivation and learning achievement of course by involving all main components in the learning process. These components are teachers, students, as well as interactions between the two and are supported by learning elements, namely goals, facilities and infrastructure, materials, conducive learning situations and conditions, supportive environment, and methods or models used by teachers during the learning process learning takes place.

Of course, the success of the learning process cannot be separated from the role of the teacher who determines student learning outcomes. This is expressed by Anggraini et al., (2021) that learning success is the result that has been obtained after carrying out learning. Whether later learning outcomes go up or down, of course, the teacher's role is very important in this success. If the teacher provides learning methods and models that are fun and attract students' interest in learning, then of course students will be enthusiastic in participating in learning activities. One of the factors that cause learning outcomes to decline is the lack of precise

selection of learning methods and models chosen and used by teachers without considering the conditions and characteristics of students. Based on the results of observations and interviews that have been carried out together with the fifth grade teacher at SDN Pulorejo, he often teaches students by lecture and assignment methods as well as small groups, but of course a lot of material is delivered with lectures because it is adapted to the characteristics of students.

The learning model used is often used by him, namely learning models such as PBM, contextual, etc. in other subjects. Meanwhile, the teacher also revealed that the students' learning outcomes for science and mathematics material decreased the most. This is because students are lazy and lack interest in learning and the impact of online learning, although at the beginning of learning the teacher always motivates students, students are still often found lazy to take part in learning activities, this is also expressed by the teacher that many of the students are more difficult to focus in learning because previously learning was done at home. Therefore, teachers do not stop to give enthusiasm and motivation to students. Problems that are often encountered by teachers in other science lessons are also that students often do not understand what the teacher is conveying and the teacher must keep repeating the same material so that students are able to understand a material in science lessons. There are 25 students of class V at SDN Pulorejo, from 25 the teacher revealed that there are about 5-6 children who often get grades below the KKM in science subjects so the teacher does remedial to these students.

Learning media here also has an important role in realizing and improving student learning outcomes. According to Sumiharsono & Hisbiyatul, (2017:12) in language media means middle, intermediary or it can also be said as an introduction. Whereas in Arabic the media is explained as an intermediary or in other languages the introduction of messages from the sender to the recipient of the message. So learning media is a means of delivery or intermediary carried out by teachers to students. Learning media is also an intermediary tool that serves to distribute the same information. Therefore, the learning process is a communication process between educators and students that takes place in one system so that the learning media plays an important role as an intermediary so that the desired information can be conveyed properly.

Based on these problems, it is necessary to improve the learning process carried out by teachers with the aim of increasing science learning outcomes. The

solution that can be given is to use a more varied learning model, in this case the researcher chooses the Team Accelerated Instruction learning model as a cooperative learning model because according to Noperiansyah, (2012:194) this model can effectively help students learn by learning cooperatively and can improve learning outcomes. In addition, it will help the existence of efficient learning media so that students are able to understand the material better and make students' memory deeper about science material. So that the researchers focused on this research with the title "Efforts to Improve Science Learning Outcomes of Water Cycle Materials Through the Team Accelerated Instruction Model Assisted by Diorama Media for Class V Students at SDN Pulorejo Jombang". Through the application of this learning model, the goal is that students can improve science learning outcomes, especially in even semesters.

B. Method

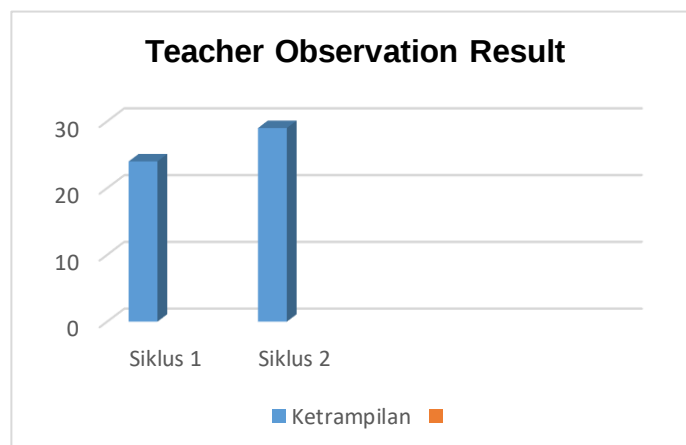
This research is included in Classroom Action Research or commonly referred to as Classroom Action Research. According to Kunandar, (2012:71) the flow in the research consists of 4 steps, namely Planning, Acting, Observing, Reflection. The data collection techniques used in this study include observation, tests, namely pretest and posttest, interviews and documentation studies. While the data analysis techniques used are quantitative and qualitative. According to Fadli, (2021) data analysis using qualitative aims to reveal phenomena contextually to draw conclusions. While quantitative data aims to process data using numerical calculations. The location of this research is SDN Pulorejo, Temlearningang District, Jombang Regency. The subjects in this study were fifth grade students at SDN Pulorejo with a total of 25 students (L=10, P=15).

C. Result and Discussion

Based on the results of the research in this discussion, the development of the implementation of the Team Accelerated Instruction assisted by the Water Cycle Diorama Media in science subjects will be explained. The success in this study will be explained based on the achievement of each indicator in the study, especially on the points of student learning outcomes in learning activities, this is in accordance with what was expressed by Arfani, (2016:96) which defines learning as a process of interaction that occurs between students and the environment resulting in changes behavior for the better. And here the teacher

plays a role in coordinating the environment so that it can support behavior change for students. In this case learning as an effort by educators to help students so that students are able to learn according to their needs and interests, of course the teacher must act as a facilitator to create situations that support the improvement of student learning abilities. Meanwhile, according to Wahyuningtyas & Sulasmono, (2020) in learning when using media will be able to improve learning outcomes because learning media has a function to generate student learning motivation, provide stimulus, arouse student interest so that it will make student learning outcomes increase. This is explained in the results of the research cycle I.

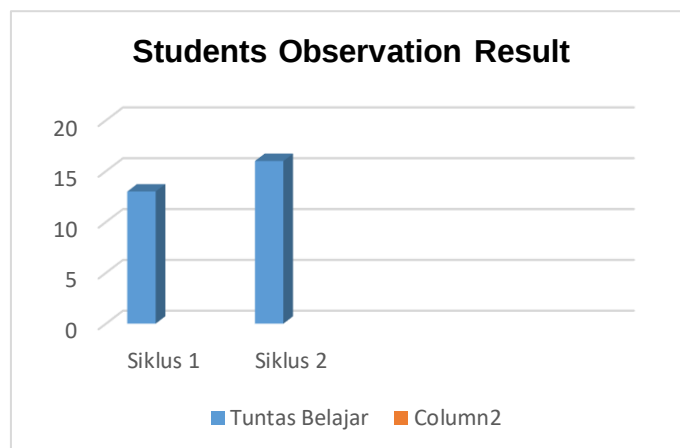
In cycle I, the results of observations on teachers during learning activities by applying the Team Accelerated Instruction assisted by the Water Cycle Diorama Media in science subjects are considered good but have not been implemented optimally because they have not yet reached the indicators that are set. has been determined. According to Airifin, (2012) observation is defined as a process that is preceded by an observation and then a systematic, logical, objective recording of the various phenomena encountered. The purpose of using observation as a research method is to determine student behavior, teacher teaching activities while at school, especially when learning takes place at SDN Pulorejo. The researcher also revised the components that caused learning not to run optimally such as changes in group form, changes in lesson plans, changes in student activities to achieve goals, and also the tasks given. Then from here, improve on cycle II, namely the learning activities carried out by the teacher have increased and have reached the predetermined indicators. Based on the results of the following research, the results of observations of teacher activities in cycles I and II will be presented:



Graph 1. Teacher Observastion result

Based on the picture above, it shows that there is an increase in teacher activity during the process of learning activities at each stage of the cycle. The results obtained in the first cycle obtained a score of 21 which was included in the good category and increased in the second cycle with a score of 28 in the very good category. This is in accordance with Aqib's theory (2018), there are categories in the research scores that have been calculated in the teaching teacher assessment guidelines. Next is to determine the results of observing student activities in learning activities in cycles I and II (Aqib & Chotibuddin, 2018).

In the first cycle the student activity observation score was obtained with a total of 620 and an average of 24.62 which was included in the good category and in the second cycle it increased with a total score of 748 and an average of 29.32 and included in the very good category. In the first cycle, it was found that there were still many students who were noisy, and also difficult to manage so that the teacher also had difficulty organizing the group and it took longer time until a group was formed. In addition, the response of students in learning is also still lacking. Due to this problem, a follow-up will be carried out in cycle II. This is in accordance with the opinion of Arikunto, (2015) that if the first cycle still has not reached the indicators of success, the research must be improved in the next cycle. Therefore, it is necessary to make improvements in the second cycle to overcome and improve the shortcomings of the first cycle so as to achieve an increase in student learning outcomes. The results of observing student activities will be presented in the diagram below:



Graph 2. Student Observations result

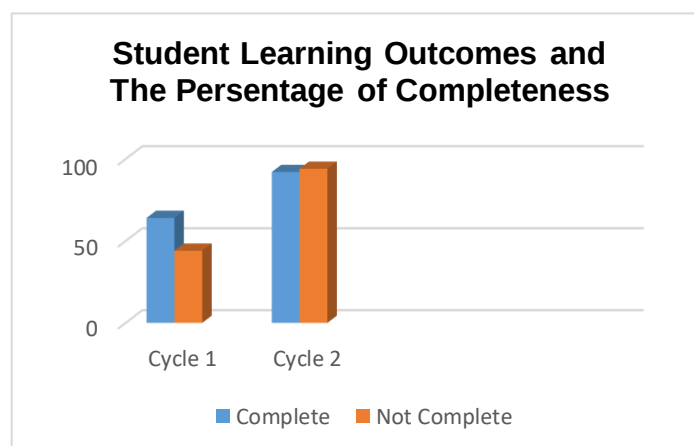
Based on the results of observations of student activities in learning activities, there is an increase in each cycle. This is in accordance with Seniwa, (2015) statement that an increase in student activity from cycle I to cycle II shows that

most students have great attention to science subjects, especially in the Water Cycle material. This change also affects student learning outcomes and mastery of learning. This can be seen in the following table:

Table 1. Percentage of completeness student learning outcomes

Criteria	Cycle I	Cycle II	Enchancement
Average student learning outcomes	63,6	94	30,4
Percentage of completeness student learning outcomes	44%	92%	48%

Based on the table, it can be seen that there is a significant increase in the average student learning outcomes and also the completeness of student learning outcomes from cycle I and cycle II. The percentage of complete learning outcomes according to Andani, (2018) is the achievement of student learning outcomes above the predetermined KKM. The learning outcomes in the first cycle obtained an average of 63.6 and increased by 30.4 in the second cycle to 94. While the results of the presentation of completeness in the first cycle were obtained 44% and were said to be incomplete while in the second cycle increased by 92% and categorized as complete . So the application of the Team Accelerated Instruction model with the aid of a diorama on the water cycle material for science class V SDN Pulorejo has been successful. This is also in accordance with the opinion of Badner, (2021) Class action research is said to be successful because of an increase in the value and interest of students in learning the material taught by the teacher. This is evidenced by the increase in mastery learning and student learning outcomes which are described in the following diagram:



Graph 3. Student learning outcomes and the percentage of completeness

Based on the diagram above, it can be determined that the action hypothesis is correct. The action hypothesis itself is a statement of the relationship between variables and variables whose formulation is temporary about something that is made to explain it and can also direct further investigations (Anshori & Iswati, 2017). Therefore, the action hypothesis on the Team Accelerated Instruction Learning model assisted by the Water Cycle Diorama Media can improve learning outcomes including teacher skills, student activities, and student learning outcomes has been proven true for fifth grade students at SDN Pulorejo Jombang.

D. Conclusion

Based on the research activities and the data analysis process of the research results, it can be concluded that the use of the syllabic method can improve the initial reading ability of the first graders of SDN II Kudu. In addition, there is an increase in students' initial reading ability after using the syllabic method. This can be proven from the results of the oral test which showed an increase from the pre-cycle stage to the second cycle stage. In the pre-cycle stage, the average score was 51.56 with classical learning completeness of 54.2% and the results of the observation sheet of student learning activities of 75% in the very active category. Meanwhile, in the first cycle stage, the average value of 80.83 was obtained with classical learning completeness of 79.2% and the results of the observation sheet of student learning activities of 90% in the very active category. While in the second cycle stage there was an increase in the average value of students to 88.75 with students' classical learning completeness of 87.5% and the results of student learning activity observation sheets of 100% with very active categories.

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