
IMPROVING LEARNING OUTCOMES THROUGH PUPPET MEDIA ON ECONOMIC DIVERSI MATERIALS FOR STUDENTS AT SDN SUMOBITO 1

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ABSTRACT

The existence of learning media is one aspect that supports the quality of learning. Through the use of this learning media, it will be easier for students to understand something that is initially abstract, cannot be observed, heard, or cannot be touched directly. This research is a classroom action research that aims to determine whether the use of visual puppet learning media can improve the learning outcomes of fourth grade students at SDN Sumobito 1 or not. Data collection techniques in this study used the methods of observation, interviews, tests, and documentation. The collected data will be analyzed using qualitative and quantitative approaches. The results of this study indicate an increase in the average learning outcomes and the number of students who complete learning in each cycle. In the pre-cycle the average learning outcome was 54.5 with the percentage of students completing 30%, in the first cycle the average learning outcome was 68 with the percentage of students completing as much as 60%. in cycle II, there was an increase in the average learning outcome to 78.5, with the percentage of students completing 85%. This shows that the use of visual puppet media can improve the learning outcomes of fourth grade students at SDN Sumobito 1.

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A. Introduction

Education is the most important aspect in human life. Education plays a role in the process of student development and growth both in terms of intellectual, skill and character (Yunarti, 2014). The success of education depends on the quality of education, one of the factors that can improve the quality of education is student learning outcomes (Angkotasana & Watianan, 2021). Learning outcomes are obtained by students after participating in learning activities. Learning is a process of interaction between students and educators and various things are prepared to help students learn well (Djamaluddin & Wardana, 2019). To be able to realize good learning, the teacher's role is needed in preparing several important things to support the quality of learning. One way to get optimal learning objectives is to use learning media.

Learning media in the learning process acts as an intermediary to convey the message conveyed by the teacher so that it can be understood by students easily (Miftah, 2013). Learning media will make it easier for teachers to convey a concept or picture that is abstract and cannot be observed, heard, or touched directly so that students can better imagine and understand the concept (Tafonao, 2018). There are several types of learning media, one of which is visual media (Aghni, 2018). Visual media used for the learning process in general are pictures. Picture media can attract students' attention, especially if it is modified, for example, such as forming a puppet. Through puppet media, students will get a meaningful experience by learning while playing.

Social Sciences (IPS) is a scientific study that studies human life with all its interactions and activities from various dimensions of space and time (Edy & Mukminan, 2017). One of the social studies material in elementary schools is about economic diversity in grade 4 material, the material discusses the types of economic activities that exist in Indonesia. In this material, the teacher cannot directly show economic activities to students, so there is a need for visual media to provide students with a concept or understanding of the type of economy to make it easier to understand.

Based on the results of a preliminary study conducted in class IV of SDN Sumobito 1, the researchers observed that learning took place conventionally without any learning media. In addition, it is also seen that many students are less focused and enthusiastic in listening to the teacher's learning so that it has an impact on low learning outcomes. Based on this problem, the author will conduct

research on improving learning outcomes through puppet media on the economic diversity material for 4th graders at SDN Sumobito 1.

B. Method

This study uses the type of research CAR (Classroom Action Research). Classroom Action Research is a research process that aims to improve the learning process which is the core of education (Fauziani, 2019). The implementation of CAR in this research is collaborative CAR, because in this research the researcher will work together with the classroom teacher. The CAR method used in this study uses a cycle method that refers to the Kemmis and Mc Taggart method. If in the first cycle in class action deficiencies are found and the target according to the indicators is not achieved, it will be continued through the second cycle process and so on (Slameto, 2015). The Kemmis and Mc Taggart method has 4 components, including planning, implementation, observation, reflection (Wulandari, 2017). Data collection techniques used are observation, interviews, tests, and documentation. The collected data was then analyzed using quantitative qualitative data analysis techniques.

C. Result and Discussion

The use of puppet media in the material of economic diversity in grade 4 students of SDN Sumobito 1 is applied based on the results of observations, interviews and test results. In its application students can receive information, analyze and think critically in looking for examples and types of economic activities around the environment. The application of puppet media is carried out in two cycles. The following is a description of each cycle:

1. Precycle

Based on the results of observations made, it was found that students did not show a focused attitude in learning. In addition, most students rarely argue, answer, and are involved in discussion activities. The results of this observation indicate that the classroom atmosphere before the action was carried out was still passive and not conducive.

In addition, there is data on learning outcomes in the pre-cycle. Based on the data on student learning outcomes before the action was taken, the average learning outcome was 54.5 with only 6 students completed in class or 30%. This shows that students' understanding of the material on economic diversity is still

low because the average learning outcome shows a value less than the minimum completeness criteria, which is 70. In addition, when referring to the classical completeness theory of (Trianto, 2012), which says that a class is said to be classically complete only if the percentage of students who complete learning reaches a minimum of 85%, then based on this theory, the class before the action can be said to be classically incomplete.

The low learning outcomes, due to students in learning less focused and not enthusiastic. This is supported by (Karina & Syafrina, 2017), that students who are not focused and enthusiastic during learning, will have low learning outcomes. One of the efforts to increase the focus of student learning is to use interesting media (Ricardo & Meilani, 2017). Therefore, special action is needed by using more interesting learning media, namely puppets to improve student learning outcomes. These actions will be carried out in the next stage, namely cycle 1.

2. Cycle I

Based on the results of class observations at the stage of cycle 1, the enthusiasm and focus of students in participating in learning is increasing. Students become more active and involved in group discussions. Not only that, after using puppet media, some students began to be confident in their opinions and responding to the teacher's questions. Even so, improvements were still seen in some students, while others still did not show an increase in focus and enthusiasm.

Apart from the results of observations, there are data on student learning outcomes. Based on the results of data analysis in the first cycle, it shows that the average score of students is 68 with the percentage of completeness is 60%. The average learning outcomes are still below the minimum completeness criteria and the percentage of students who complete does not meet the criteria for completing classical learning, if it is associated with the theory (Trianto, 2012) regarding the criteria for learning mastery. However, it also shows that there is an increase in learning outcomes and the percentage of complete learning when compared to the pre-cycle stage or before using puppet media. Learning outcomes that have not reached this target are due to the lack of preparation from students and researchers in using puppet media on economic diversity material. Therefore, the researcher repeated the action, to correct the deficiencies that occurred in the first cycle so that student learning outcomes

became more improved and students completed classically. This is in accordance with what was conveyed by (Farhana et al., 2019), which said that repetition of actions can be carried out if the desired target is not achieved in the previous cycle. In addition, repetition of this action is carried out to convince researchers whether the results obtained in cycle I are optimal results or can be improved again (Mulyatiningsih, 2015).

3. Cycle II

Based on the results of observations in the first cycle, there was an increase in student focus and enthusiasm, making some students look more active in learning. However, this increase only occurred in some students. Based on the results of the second cycle of observations, it can be seen that there is an increase in re-learning on the material of economic diversity using puppet media. In this cycle, it appears that more students are focused and active in learning. In general, all students are responsive and enthusiastic in participating in learning.

The increased focus and enthusiasm of students in learning also has an impact on improving student learning outcomes. Based on the results of data analysis in the second cycle, it showed that the average number of students increased to 78.5 with the number of students completing as many as 17 students or 85%. From these data, it shows that there is an increase in the average student learning outcomes and the number of students complete and the class has reached the classical completion criteria.

Based on the data on learning outcomes and observations made, it shows that there is an increase in the learning outcomes of fourth grade students at SDN Sumobito 1 on the subject of economic diversity due to the use of puppet media. This indicates that the classroom action research carried out was successful and had a positive impact on learning.

D. Conclusion

Based on the results of the research that has been done, it can be concluded that the learning process by applying puppet media to the material of economic diversity can improve the learning outcomes of 4th graders at SDN Sumobito 1. Data collection starts from the pre-cycle stage, cycle I and cycle II. the results of data analysis showed an increase in the average learning outcomes and the percentage of the number of students completed in each cycle. Based on the

average learning outcomes in the pre-cycle the average learning outcomes were 54.5, this result increased to 68 in the first cycle, then increased back to 78.5 in the second cycle. Based on the percentage of the number of students completed, in the pre-cycle, the number of students completed in the pre-cycle stage as many as 6 students with a percentage of 30%, then increased in the first cycle to 12 students completed with a percentage of 60%, and in the second cycle increased back to 85% which shows the criteria for classical learning complete.

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