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Use of demonstration and media methods series in literacy to improve the results of Indonesian language learning in class IV students in airmadidi 3 SDN north minahasa regency

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Abstract

The purpose of this study is to describe, and improve learning outcomes through the use of demonstration methods with serial image media can increase the activity of students in learning Indonesian fourth grade SD Negeri 3 Airmadidi North Minahasa Regency. The low level of students' ability in basic literacy in writing and reading, and the inappropriate use of learning and media methods, and the low learning outcomes of students in Indonesian language lessons, become a serious problem. After the researchers carried out the research cycle I and II, the data obtained in the pre cycle, increased in the first cycle to 66%, 13 students completed and 11 did not complete. Then the researcher continued on the second cycle and found satisfactory results where 24 students were able to reach even more than the specified KKM, which was 70% the completeness score was 73%. That is, students have completed using demonstration methods and serial drawing media in class IV. Thus researchers can ensure that: The use of demonstration methods with serial image media can increase the activity of students in learning Indonesian fourth grade SD Negeri 3 Airmadidi North Minahasa Regency. The use of demonstration methods and picture series media can improve student learning outcomes in learning Indonesian Language fourth grade students at SD Negeri 3 Airmadidi, North Minahasa Regency.

Keywords: demonstration method, media series drawings, literacy

Introduction

Education is an effort that is carried out consciously systematically which aims to educate and develop the potential in students in order to have intelligence, noble character, personality, spiritual strength, and skills that benefit themselves and society.

Indonesian Language Learning has an important role in the world of Education because through learning Indonesian we can learn and know how to use good and correct Indonesian through aspects of listening, speaking, reading and writing. And the main focus of achieving Indonesian Language learning outcomes in Primary Schools is focused on the ability or reading and writing skills that must be mastered well by students, but in fact the Indonesian people have a fairly low quality of reading skills and writing skills, even though reading skills and writing skills this is the key to understanding all other forms of communication.

The ability to read and write is called literacy, and this literacy is one of the three requirements for 21st century life skills, namely KDP, Literacy, and higher-order thinking. Inner literacy is very important to overcome the problem of how a nation is free from illiteracy capable of communicating something with writing even more so how a nation has life skills to be able to compete and side with other nations to create world welfare. Basic literacy, especially literacy literacy, is a major factor in determining student learning outcomes in primary schools, especially learning Indonesian. But in reality the ability to read and write students today, especially in grade IV of elementary school is still low. There are 24 fourth grade students of SD Negeri 3 Airmadidi, students who already have balanced

reading and writing skills and achieve the Minimum Completion Criteria (KKM) of 7 students, while 17 students are still under the KKM. The low level of students' ability in basic literacy in writing and reading, and the inappropriate use of learning and media methods, and the low learning outcomes of students in Indonesian language lessons, become a serious problem. The low level of students' ability in basic literacy in writing and reading, and the inappropriate use of learning and media methods, and the low learning outcomes of students in Indonesian language lessons, become a serious problem.

Based on the background of the problem above, the limitation of the problem to be examined is the Use of Demonstration Methods with Media Drawing Series in Basic Literacy to Improve Learning Outcomes of Indonesian Language in Class IV Students at SDN 3 Airmadidi. From the limitation of the problem, the formulation of the research problem is as follows. How is the use of the demonstration method with serial image media in basic literacy to improve Indonesian language learning outcomes in Class IV students at SDN 3 Airmadidi? Does the use of demonstration methods with serial image media in basic literacy improve the learning outcomes of Indonesian Language in Class IV students at SDN 3 Airmadidi?

Daryanto & Syaiful Karim (2017) ^[5] suggests that the method is one of the strategies or ways used by the teacher in the learning process to be achieved, the more appropriate the method used by the teacher, the better the learning. The method comes from the Greek methods which means way or way.

Haryono (2013) ^[10] stated in the demonstration method, the teacher can develop the physical and mental as well as emotional students. Students get the opportunity to practice process skills in order to obtain maximum learning outcomes. Experience experienced can directly be embedded in his memory. The physical and emotional involvement of students is expected to foster self-confidence and innovative and creative behavior as well as students actively learning by following the learning stages so students will find their own concepts in accordance with the results obtained during learning.

The word media comes from Latin which is the plural form of the medium of limitations regarding the understanding of the media is very broad, but is limited to educational media which is used as a tool and material for learning activities.

According to Dewi Utama Faizah, *et al.* (2016) ^[6] literacy activities at the learning stage improve the ability of receptive (reading and listening) and active language (speaking and writing) which are explained in detail in the context of two main activities at this stage, namely reading and writing. The ability to read and write at the elementary school level is very important for improving skills in the four language areas (reading, listening, speaking, and writing) can be done in a measurable and sustainable manner.

Siti Humairah (2016) ^[20] explained that Indonesian language learning for elementary students is basically.

Research Methods

Research design

In this study the researchers used the Classroom Action Research method based on the methods of Kemmis and Taggart (in Aqib Zainal 2006) ^[1]. Classroom action research is one problem solving strategy that utilizes concrete actions and the process of developing capabilities in detecting and solving problems.

Kemmis and MC Taggart (in Aqib Zainal 2006) ^[1], suggest that classroom action research is a form of reflective research conducted by actors in the social community and aims to improve work. Understand this work and the situation in which the work is done. The method of class action research (PTK) used in this study includes a spiral system that starts with following the flow consisting of four main components, namely: Planning, implementation, observation, and reflection.

The design of the study uses classroom action research according to Kemmis and Taggart (in Aqib Zainal 2006: 31) ^[1], with the following stages:

- Planning
- Implementation
- Observation
- Reflection

Results and Discussion

A. Description of Research Results

This classroom action research was carried out in 2 (two) cycles in SD Negeri 3 Airmadidi with 24 students consisting of 14 male 10 women to search for data, analyze and process it in order to obtain learning outcomes, student learning activities. The researcher collected data in the form of students' literacy skills using assessment instruments, observation instruments, student worksheets (LKS). The following are data obtained from pre-cycle.

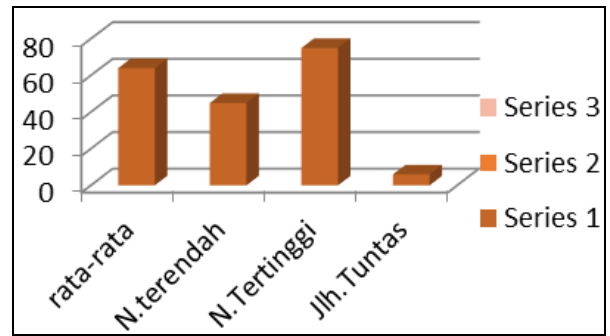


Fig 1: Graph of student literacy capabilities pre cycle

A. Cycle I Research Results

Cycle I Planning

In observations made in SD Negeri 3 Airmadidi, especially Class IV, the number of students is 24 people. This is done to find out how the level of literacy skills of students in learning Indonesian.

In this stage the researcher plans how to take action, chooses the use of demonstration methods with serial image media and pays attention to the KKM, which is 70%, arranges lesson plans, determines learning models, determines the media, class management, worksheets, observations of teacher and student activities, evaluates assessment, prepare a research sheet for improving student literacy skills.

Cycle 1 action

Implemented according to the RPP of the initial activity, this activity, and closing activities

Observation Phase

In the observation phase carried out simultaneously with the implementation of learning activities, namely in the implementation section. The Observer records and documents all that is obtained in the action process. The Observer found that when the researcher presented the material, some students noticed that there were also some students who paid little attention to the delivery of material from the teacher. Students are still chatting outside the material, there are also those who do not focus on the material and only play with friends beside him. At this stage students' literacy skills show improvement, but there are still some students whose literacy abilities have not increased and have not reached KKM.

Reflection

The results of observations on the KBM activities, observers and researchers conducted a reflection of the results with several results found as follows:

- Lack of teacher attention to student activities during learning.
- Learning activities carried out by the teacher are still not optimal.
- The results of overall student literacy skills are still not optimal, with only 13 students from 24 students meeting the 70% minimum completeness criteria in Indonesian language learning, while 11 students from 24 students still under the KKM.

The Observer and researchers concluded that improvements need to be made to the second cycle using the use of demonstration methods with series image media including the need for extra teacher attention to student activities

during learning, and observation sheets done by each student.

Cycle II Research Results

Cycle II Learning Action Planning

In the action planning stage in cycle II the researcher repairs and reviews the subject matter based on the 2006 curriculum, plans how to take action, chooses the use of demonstration methods with serial drawing media by paying attention to the KKM of 70%, preparing lesson plans, determining learning methods, determining media, management class, learning resources, student worksheets, the format of observation of teacher and student activities, evaluation of assessments, preparing research sheets for improving student literacy skills.

Cycle II actions

Implemented according to RPP II cycle from initial activities, core activities, and closing activities

Observation of Cycle II Action Results

In cycle II observation activities are carried out

simultaneously with learning activities, namely in the implementation section. The stages of observation in the second cycle were carried out when the teaching and learning activities took place. Observer looks and documents all information obtained in the teaching and learning process.

It turned out that when the researcher presented the material, students received the material well. Students no longer chat outside the material, and focus on the material and not play with friends beside them. At this stage students' literacy skills show an increase in literacy skills and reach KKM.

Cycle II Reflection

From the learning that the researchers did in the first cycle, 13 students were actively involved, and 11 students were not active. While in the second cycle, there were 24 students who were actively involved. Group observation activities show the effectiveness of student literacy skills. For grade IV students, the use of demonstration methods with series drawing media used in learning is very suitable with the learning material that is carried out.



Fig 2: Learning activities in cycle II



Fig 3: Students activities

The results of observations on the second cycle of KBM activities, observers and researchers conducted a reflection of the results with several results found as follows:

- Teachers pay attention to student activities well during learning activities.
- Learning activities carried out by the teacher are still not optimal.

The results of student literacy abilities as a whole are maximal, where 24 students who meet the Minimum Completion Criteria are 70% even more in learning Indonesian.

Conclusion

1. After researchers carry out the research cycle I and II, and carry out learning actions systematically, planned, also carry out the learning process in accordance with

the prepared learning design. From the data obtained in the first cycle it increased to 66%, 13 students completed and 11 did not complete. Then the researcher continued on the second cycle and found satisfactory results where 24 students were able to reach even more than the specified KKM, which was 70% the completeness score was 73%. That is, students have succeeded and completed the Indonesian language learning material using the demonstration method with series drawing media in class IV.

2. Thus the researcher can ensure that the use of demonstration methods with serial image media is appropriate because it can improve students' literacy skills in Indonesian Language learning material for fourth grade students in SD Negeri 3 Airmadidi, North Minahasa Regency.
3. The use of demonstration methods with serial image media can increase learning activities of Indonesian in grade IV students of SD Negeri 3 Airmadidi, North Minahasa Regency.
4. The use of demonstration methods with picture series media can improve student learning outcomes in learning Indonesian Language fourth grade students at SD Negeri 3 Airmadidi, North Minahasa Regency.

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