IMPLEMENTATION OF THE CONCEPT SENTENCE LEARNING MODEL TO INCREASE STUDENTS' SOCIAL SCIENCE LEARNING OUTCOME IN STATE ELEMENTARY SCHOOL

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Abstract

The purpose of the study is firstly to find out the students' learning outcomes in Social Science which has increased after the Concept Sentence Learning Model is applied. Secondly, it is to determine student learning activities in the learning process. This research is classroom action research. The subject of this study are Class V students of 162 Aek Marian State Elementary School with 14 male and 13 female students. The research instrument uses tests and field observations to obtain accurate data about the results and learning activities in the classroom. The results showed, firstly, there is an increase in learning outcomes in the pre-test from 0% to 59% in the cycle I which is included in the pass category with an average classical score of 67. Both results in the cycle II have a better increase in which the cycle II was 96% so that the result of the difference in the increase in cycle I and II is 37%. This increase in student learning outcomes proves that the application of the concept sentence learning model is effective in improving student learning outcomes.

Keywords; Implementation, Learning Outcomes, Concept Sentence

Abstrak

Tujuan penelitian adalah pertama untuk mengetahui hasil belajar Ilmu Pengetahuan Sosial siswa mengalami peningkatan setelah diterapkan Model Pembalajaran Concept Sentence. Kedua untuk mengetahui aktivitas belajar siswa pada proses pembelajaran. Penelitian ini adalah penelitian tindakan kelas. Subjek penelitian ini adalah siswa kelas V SD Negeri 162 Aek marian dengan jumlah siswa laki laki 14 dan siswi sebanyak 13 orang. Instrument penelitian menggunakan tes dan observasi dilapangan sehingga mendapat data akurat tentang hasil dan aktivitas belajar didalam kelas. Hasil penelitian menunjukkan bahwa, pertama, terjadi peningkatan hasil belajar pada pre tes dari 0% menjadi 59% pada siklus I yang masuk kategori lulus dengan rata-rata nilai klasikal sebesar 67. Kedua hasil siklus II ada peningkatan yang lebih baik dimana siklus II sebesar 96% sehingga dari hasil selisih peningkatan siklus I dan II adalah sebesar 37%. Peningkatan hasil belajar siswa ini membuktikan bahwa penerapan model pembelajaran concept sentence efektif untuk meningkatkan hasil belajar siswa.

Kata kunci; *Implementasi, Hasil Belzajar, Concept Sentence*

INTRODUCTION

Education of Social Science (IPS) is one of the educational science that realizes learning which has religious spiritual skill, self-control, personality, intelligence, noble character, and skill needed by themselves and the community. In line with the Decree of the Minister of National Education of the Republic of Indonesia Number 22 of 2006, it is emphasized that Social Science (IPS) is one of the subjects provided starting from basic education (SD/MI/SDLB) to secondary education (SMP/MTs/SMPLB) (Nurjanah, Handayani and Gunawan, 2021). Social science education at the pre-school level is closely related to social science disciplines which are integrated with other knowledge that is packaged scientifically and pedagogically for the benefit of learning (Abidin, Mulyati and Yunansah, 2021). Therefore, having to study social science is able to be used as a means to solve the problems of everyday life even though many people view social science as the most boring field of study.

The definition of social science Education in school is a simplification of social science disciplines such as psychology, philosophy, state ideology, and religion which are organized and presented scientifically and psychologically for educational purposes. Through social knowledge subjects, students are directed, guided, and assisted to become Indonesian citizens and good citizens of the world (Hanafiyah and Supardi, 2016). Being a good citizen is a formidable challenge because the global society is changing all the time.

However, in reality, social science learning is a lesson that is dominated by memorization and lecture place more emphasis on models that activate teacher. teacher is less varied in using the learning model. Based on the results of interviews conducted with students of 162 Aek Marian State Elementary School, the researcher found that only 74% or 20 students prefer social sciencelearning, while 26% or 7 students dislike social science learning. This is because in social science subject there are more materials which tend to be rote. When compared to other subjects, only 28.57% of students preferred social studies, while 71.43% dislike social science compared to other subject. Students' dislike of social science subject compared to other subject occurs because students dislike to memorize social studies material. Only a few students, namely 44.44% of students who prefer to memorize, while 55.56% of students dislike to memorize social science material.

Most of the students, namely 62.96%, state that the teacher help the students when they have difficulty during the teaching-learning process while 37.03% state that the teacher do not help the students. Most of the students, namely 85%, state that parents help students when they have difficulty learning social studies while 15% state that parents do not help students who have difficulty memorizing social science material.

Besides interview with students, researcher also observes the learning implementation. The results of the observations showed, the teacher consistently start the lesson with greetings and check the students' attendance. The material presentation is conducted by the teacher by instructing the students to read the textbook. Teacher applicate expository learning methods with lecture and discussion so that teaches rarely applies learning media when explaining the material. Teacher tends to use regional languages in explaining the material. In delivering the material, the teacher sits more than stands in front of the class so that many students pay less attention and the learning process becomes not conducive. To find out student learning outcomes, the teacher asks students to work on the questions in the textbook. After the lesson is finished, the teacher closes the lesson by giving homework.

From the learning problems above, the teacher should form a varied learning models. Varied models become one alternative to improve student learning outcomes, especially in Class V of 162 Aek Marian State Elementary School. One of the alternative learning models is the concept Sentence learning model. The Concept Sentence Learning Model is essentially a development of the concept of attainment which is developed from a cognitive psychology expert, Jerome Bruner in

(Romaningsih, 2014), this learning model tries to teach students to make a sentence with several keywords which have been provided in order to capture the concepts contained in the sentence. sentence and distinguish it from other sentences. The learning model which conducted by giving the cards which contain several keywords into several sentences and developed into paragraphs (Ilman Syaifuddin, 2017). This learning model is a learning activity that is prefered by students because students are taught to adapt to their classroom environment according to their learning abilities. Students are also active in the learning process because they think to be free from words into sentences.

There are several studies related to the concept sentence model. Firstly, Fitria Sri Sadono's research (2015) is *regarding the application of the concept sentence model with word card media to improve students' narrative writing skills*. Secondly, research by Ristiawan, f. (2016) *is about the implementation of the cooperative learning model of the concept sentence type on student learning outcomes in Microsoft Excel 2007 formulas and functions*. Thirdly, Romaningsih, F. (2014) is research on *the application of the concept sentence method to improve Indonesian language learning activities*. From these three studies, there has been no application of the concept sentence model which is used to improve student learning outcomes in social science material. Therefore, through this study, the researcher applies the concept sense learning model to improve the social science learning outcomes of students in Class V. This research is conducted in 162 Aek Marian State Elementary School. By applying this concept sentence learning model, it can increase student activity which has an impact on improving student learning outcomes. The teacher adds reward and punishment to increase student activity in learning. The activity which is focused on this research is the activeness of students in teaching and learning activities obtained from observation.

RESEARCH METHODOLOGY

This research is a classroom action research conducted on Class V students of 162 Aek Marian state elementary school. This research is carried out for 2 (two) months starting from August to November 2021 offline in school. The research subject in this CAR are Class V students of 162 Aek Marian state elementary school in the 2020/2021 Academic Year which consists of 1 class of 27 students consisting of 14 male students and 13 female students. The research design use in classroom action research is in the form of initial reflection and observation to identify problems which occur in class, followed by the implementation of CAR for two cycles. (Erni and Sujadi, 2014) Broadly speaking, there are four stages, namely (1) planning, (2) acting, (3) observing, and (4) reflecting. (Erni and Sujadi, 2014) In accordance with the type of research, namely classroom action research, It is carried out in two cycles with each cycle having the stages as above (Endang, 2014). To determine learning outcomes, researcher apply data collection techniques using test and observation to measure the success of the concept sentence learning model in social science lesson in Class V of 162 Aek Marian state elementary school in which the test is a tool to obtain data about students' abilities by giving test. While for observation, it is conducted to observe all activities in and at the time of action. The tools utilized to collect the data needed in this study are consisted of learning outcomes test and observation sheet format. This data analysis is used to determine the success or failure of the actions taken in this study. This can be seen from what percentage of the success rate achieved in first and cycle II after the implementation of the concept sentence learning model and an increase in activity after adding reward and punishment in learning (Prasetyo, 2015).

RESULT AND DISCUSSION

Before learning with the concept sentence learning model in social science subject, the pre-test scores of students, on the material for the struggle to prepare for Indonesian independence, from

27 students, it showed that the lowest scores are obtained by students, namely 20 and the highest score was 60. the minimum standard of completeness criteria is 65 (Sadono, 2015). These data indicate that the grades of all Class V students did not pass. The average value of student learning outcomes is 40. Therefore, researcher conducts research by applying the concept sentence learning model as an effort to improve student learning outcomes. The application of the concept sentence learning model is carried out in two cycles:

CYCLE I

This action research or cycle I involves one teacher as a teacher who is also a collaborator who together with the researcher acts as an observer and researcher in the classroom. The steps taken in the cycle I is firstly the planning stage. At this stage, the researcher and the class teacher prepared a Learning Implementation Plan (RPP) using the concept sentence learning model. The researcher and the class teacher prepare the steps for the concept sentence learning model on the material for preparing for Indonesian independence, forming an observation sheet to see the conditions of teaching and learning activities using the concept sentence learning model, preparing various questions related to the location of students' difficulties in understanding the struggle material, preparation for Indonesian independence, and preparing the post test cycle I to determine student learning outcomes in studying the material for the struggle to prepare for Indonesian independence.

Secondly, the implementation stage of cycle, at this stage, the researcher tries to be involved in the teaching and learning process of students carried out by the teacher in the classroom to maximize the learning process by using the concept sentence learning model. This collaborative effort with classroom teacher aims to gain a more effective understanding of the changes which result in the use of the concept sentence learning model so that the delivery of material to Class V students in social science learning is maximized and student learning outcomes meet the standards. In this stage, the teacher applies the concept sentence learning model to the learning process. Researcher observes and records a series of processes of implementing actions during the learning process.

Thirdly, researcher and teacher conduct assessments in the form of tests to students after teacher and researcher apply the concept sentence learning model to the material for the struggle for Indonesian independence. Based on the test results, the lowest score obtained by students is 50 and the highest is 90. From the 27 students, students who achieved a score of ≤ 65 or incomplete are 11 students (41%) and students who achieved ≥ 65 or completed are 16 students (59%). The average student learning score is 67. The level of classical completeness reaches 59%. This shows that the students' cycle I scores are still not successful because the students' cycle I scores still have a learning success rate (classical completeness) below 80%. It can be concluded that, in the cycle I, the Class V students of 162 Aek Marian State Elementary School have not yet fully understood the material for the struggle to prepare for Indonesian independence in social science material.

The results of the data obtained above can be concluded that the student learning outcomes of 27 students are still not successful. In the learning process, there are still many students who are not active and there are still many students who are not optimal in following the lesson. Giving for key words is less interesting and students are not enthusiastic to answer and discuss. From some of the findings above, researcher needs to make improvements to learning activities to improve student learning outcomes for the cycle II stage because to achieve the graduation standard. In the cycle I, it is still low and has not reached the targeted minimum standard of 80% while students learning outcomes in the cycle I are only 59% of the number of students who graduated. The step taken is to continue the teaching and learning process in cycle II by considering the location of students' difficulties in understanding certain materials which have not been mastered by students related to the subject of the struggle to prepare for Indonesian independence.

CYCLE II

In this cycle II, the researcher refers to the notes in the cycle I. The learning carried out in the cycle II is carried out to form several revisions to the use of the concept sentence learning model. In this cycle, researcher and teacher eliminate question and answer activities to students. The step carried out in cycle II is firstly the planning stage. At this stage, researcher and teacher prepare lesson plans (RPP) that have been made, as an effort to solve problems in cycle I. Teacher is required to be more active in moving students and making other alternatives so that students are more active in class in asking and giving opinions.

The second is the implementation stage. In cycle II, students are invited to be more active in asking questions and giving opinions in the learning process. At this stage, students are given reward and punishment for learning activities. As for the implementation in cycle II, the teacher forms a discussion group in which students are divided randomly so that there is no inequality in the level of intelligence. In one group consists of students who are smart and students who have delays. At this stage, the teacher makes colorful word cards and sentence cards which attract students to see. Then, the teacher gives direction to the students to discuss. After finishing the discussion, the students are instructed to present the results of the discussion they made. Then all get the opportunity to present without exception.

Subsequently, the teacher distributes question cards where the question cards are played and thrown by the presenting group to the group they like. After the group gets a question card, if they immediately answer correctly, they are given a prize. However, if the group cannot answer, the group will be given a punishment such as singing and swaying together in front of the class.

The third is the assessment stage. At this final stage, the teacher gives a post-test to find out how much improvement in learning outcomes obtained by students studying the material for the struggle to prepare for Indonesian independence. Based on the test results, the value of learning outcomes in cycle II, out of 27 students showed that as many as 1 student (4%) has not reached the level of mastery learning (score ≤ 65). Meanwhile, 26 students (96%) reached the level of completeness (score ≥ 65). The completeness level of students in mastering the material reaches 96% of the total student numbers with an average student learning score of 82.2. This shows the value of the cycle II of students has succeeded and experienced a very high increase. Thus, it can be said that the learning outcomes of Class V students of 162 Aek Marian State Elementary School have experienced completeness in studying the material for the struggle to prepare for Indonesian independence in social science lesson.

Based on the result of research from cycle I and II, the level of student success increased from cycle I to cycle II as presented in the following tables and diagrams:

Table 1. Average Student Learning Outcomes

No	Hasil Tes	Average	Number of students is complete	Number of students is not complete	Percentage
1	Pre Test	40	0	27	0%
2	Cycle I	67	16	11	59%
3	Cycle II	82,2	26	1	96%
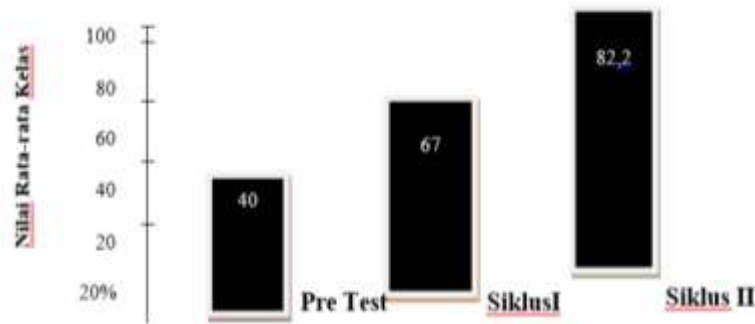
Picture 1. Student Learning Outcomes Chart
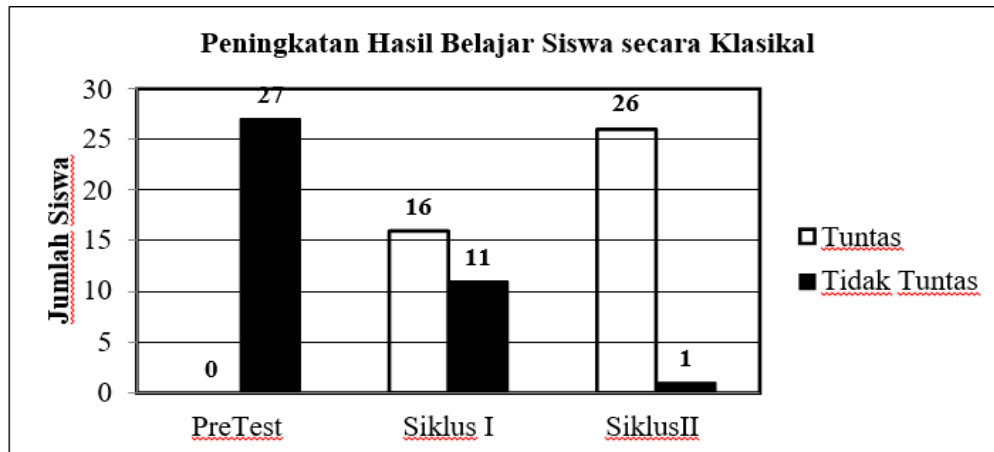
Picture 2. Graph of Improving Student Learning Outcomes

With these data, it can be concluded that the concept sentence learning model has been successfully implemented in order to improve the learning process and improve student learning outcomes. From the graph above, it can be interpreted that student learning outcomes increased after being given action in cycles I and II. There is a significant change between the pretest phase and the first cycle because at the beginning of the pretest, students have not applied the learning model in the teaching and learning process. In the cycle I, there is a change but do not reach the expected target so that with the reflection carried out in the cycle I, several conclusions are obtained so that learning was directed to provide reward and pushment in the cycle II so that an increase occurS in the cycle II. Subsequently, the addition of the question cards producted the learning outcomes in cycle II increase to reach the minimum completeness criteria of 80%. So, from the increase, it is concluded that the next cycle is not carried out because there has been an increase above the minimum completeness criteria/meeting the standard.

Based on the table above, it can be seen that the results in the first cycle of 27 students after studying the struggle to prepare for Indonesian independence using the concept sentence learning model showed that as many as 11 students (41%) have not reached the level of mastery learning (score $\leq$ 65). Meanwhile, 16 students (59%) reached the level of completeness (score $\geq$ 65). The level of classical completeness reaches 59% with an average student learning score of 67. This shows that the student's first cycle score is unsuccessful because the pre-test score of students still has a learning success rate (classical completeness) below 80% and students Class V of 162 Aek Marian State Elementary School has not finished studying the material for the struggle to prepare for Indonesian independence in social science material. Some of the shortcomings of students are that some students lack the courage to ask and answer questions and the application of the articulation game learning method in optimal learning is carried out.

In cycle II, from 27 students, it showed that 1 student (4%) has not yet reached the level of mastery learning (score ≤ 65). Meanwhile, 26 students (96%) reach the level of completeness (scor ≥ 65). The level of classical completeness reaches 96% with an average student learning score of 82.2. This shows the value of the cycle II of students has succeeded and experienced a very high increase. Thus, it can be said that the learning outcomes of Class V students of 162 State Elementary School Aek Marian have experienced completeness in studying the material for the struggle to prepare for Indonesian independence in social science subject.

CONCLUSION

This research complements the evidence from previous studies that a learning innovation is needed to overcome various difficulties, boredom, and student learning outcomes which are not optimal. This learning innovation is very important so that learning can be more interesting, effective, and fun for students. Learning innovation can be conducted by various aspects such as media developments, use of strategies, methods, and learning models. As is done in this classroom action research, the implementation of the concept sentence learning model proved to be able to improve student learning outcomes in the cycle I, from 27 students in which as many as 16 students (59%) achieve the level of completeness (score ≥ 65) with an average learning score. students are 67. In Cycle II, as many as 26 students (96%) achieve the level of completeness (score ≥ 65) with an average student learning score of 82.2.

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