

## IMPROVING ABILITY TO OBSERVE STUDENTS OF CLASS II SDK GAMALIEL THROUGH HANDS ON ACTIVITY METHODS

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### ABSTRACT

This classroom action research was carried out by applying the hands on activity method to improve observing abilities. Through hands on activity will be formed an appreciation and experience to establish an understanding, because it is able to teach together cognitive, affective, and psychomotor abilities and can provide a deep appreciation of what is learned, so that what is obtained by students is not easily forgotten. The research method used is classroom action research (CAR) in class II SDK Gamaliel. To find out how to improve the ability to observe, the instruments used were written tests, oral tests, and observations. Peneliatian conducted in two cycles, each cycle consists of four (4) steps of activity, namely planning, action, observation and reflection. Before the first cycle begins with observation activities to determine the condition of learning and the ability to observe students. Cycle I actions as an effort to improve conditions that are stated as lacking or not yet complete in observation. Cycle II activity, an effort to improve / improve the situation that is still lacking in cycle I. The results of the study show that by using the hands on activity model the ability to observe SDK Gamaliel students increases.

Keywords: Observing and Hands on activity

### INTRODUCTION

According to Law No.20 of 2003 concerning the National Education system (Ministry of National Education, 2006), explains that Education is a conscious and planned effort to realize a learning atmosphere and learning process so that students can actively develop their potential potential that must be possessed among others, have the power spiritual religious, self-control, personality, intelligence, noble character, and skills needed by himself, society, nation and State. In realizing increasing learners to achieve the above potential, then in the teaching and learning process educators are required to carry out active, creative, innovative learning and the implementation of learning is done effectively and pleasantly. Furthermore, learning activities must be designed to provide learning experiences that involve interaction between students, students with teachers, environment, and other learning resources in order to achieve basic competencies. The learning experience in question can be realized through the use of learning approaches and methods that are varied and student-centered. Thus the learning activities carried out in the classroom become more enjoyable and must consider the interaction between all the components involved.

The very important thing to support student-centered learning is that the teacher must be able to determine the methods, strategies, models and techniques of learning that are

appropriate for each subject that will be delivered and adapted to the characteristics of the students they have. According to Usman (2015: 12) that "Learning is: The essence of the overall educational process with the teacher as the main role holder. Learning is a process that contains a series of actions of teachers and students on the basis of reciprocal relationships that take place in an educative situation to achieve certain goals". There are many models and methods that can be applied by the teacher to improve students' abilities, one of the abilities that must be possessed by students is the ability to observe. The learning model that can be used is the learning model with the hands on activity method. The ability to observe will encourage students to be more creative, tolerant, and complete tasks independently. The ability to observe activities can be harmonized with the application of the hands on activity method.

With hands on activity activities will encourage students to be actively involved in every learning that is done in class. One subject that requires student involvement in observing researchers conducts classroom action research through religious studies. In religious learning, students observe what is read, are heard, listen, see through religious printed books and other sources. In the study of Christianity where I teach is still visible to class II students, it is still less expected, in the ability to observe has not looked optimal, it can be seen from the daily test scores or pretest is still below the KKM, therefore the author wants to increase religious learning with the ability to observe students class II SDS with hands on activity method. Hands on activity is a model designed to involve students in digging up information and asking questions, doing activities and finding, collecting data and analyzing and making their own conclusions. Students are given the freedom to review thoughts and findings during activities so that students do themselves without burden, fun and with high motivation. This activity supports contextual learning with characteristics as stated by Hatta (2003), namely, cooperation, mutual support, joy, learning passionately, integrated learning, using various sources, active students, fun, not boring, sharing with friends, critical students and creative teacher.

The ability to observe class II SDS Gamaliel for religious subjects is only limited to reading from the source book, listening to the teacher's explanation of the subject matter and memorizing the verse given by the teacher and teacher using only the lecture method, so that the understanding of students' religious learning is felt not optimal yet. After using the hands on activity activity, it is expected that the improvement of understanding, religious learning of students is better, more trained to complete tasks correctly, will be easier to interact, and

participation in learning. Based on the background described above. The author is interested in researching and describing or describing improving the ability to observe students in class II at SDS Gamaliel Bandung. Based on the research background that has been revealed on the previous page, the formulation of the research problem is how to improve the ability to observe students in class II SDS Gamaliel using the Hands on activity method? The purpose of this study is to find out the students' response to religious learning using the hands on activity method.

### **Observe**

Observing means: watching / paying close attention. Observing is done with or without tools. Observing train students in terms of sincerity, thoroughness, seeking information. At this stage of observing students will see knowledge - knowledge, in the form of facts, concepts, procedures and meta-cognitive. Observing is a learning experience that students should go through in the learning process. So students have to have a lot of discussion, group work, informing what students see.

Observing is done by students with facilitation and guided by the teacher in the form, seeing, listening, listening, reading, smelling, feeling, and so on using the five senses with or without the help of tools. Observing is done by students to find their own facts, concepts, principles, processes or procedures about and or content related to what is being studied. According to Arikunto (2015) observing or observing is a direct observation of an ongoing / ongoing activity that includes all the activities of attention to an object study using its sensory tools. Or an effort that is done deliberately and consciously to collect data and do it in a systematic way and according to the procedure.

According to Permendikbud number 81 a in 2013 attachment 4, the learning process consists of five main learning experiences, namely:

1. Observe
2. Ask
3. Collect information / experiments
4. Associate / process information, and
5. Communicate

Observing prioritizing the meaningfulness of the learning process (meaningful learning). This method has certain advantages, such as presenting real media objects, students are happy and challenged, and easy to implement. Observing activities in the framework of this learning usually require a long and mature preparation time. Observing is very useful for

the fulfillment of students' curiosity, so that the learning process has a high meaningfulness. With the method of observation or observing students find the fact that there is a relationship between objects analyzed with learning material used by the teacher. (Trianto, 2010: 144) Observing has two main traits, namely qualitative traits and quantitative properties. Observing is qualitative if the implementation only uses the five senses to obtain information, Examples of observing activities that are qualitative are determining the color (vision), recognizing the sound of crickets (hearing), comparing the sweetness of sugar with saccharin (taste), determining the smooth roughness of objects (touching), distinguishes the smell of ginger and galangal (olfaction).

Steps to observe activities:

1. Students are facilitated to read sources from student books (observing facts, observing concepts, observing principles, observing processes, observing procedures, in student books)
2. Students are facilitated listening to poetry readings or narratives from the radio (observing facts on poetry, observing concepts about poetry, observing the principles of a poem, observing processes, observing procedures on poetry readings or narratives of audio-visual equipment)
3. Students are facilitated with computer assembly video programs (observing facts on computer assembly, computer assembly concepts, computer assembly principles, computer assembly processes, computer assembly procedures at a video show on computer assembly)
4. Students are facilitated to see motorcycle repair demonstrations (observing facts on motorcycle repair, motorcycle repair principles, motorcycle repair, motorcycle repair procedures at a motorcycle repair demonstration).

### **Model Hands on activity**

Hands on activity is a learning model designed to involve students in digging up information by asking, doing activities and finding, collecting data and analyzing and making conclusions. Learning by doing hand activities and thinking activities (minds on activity). Hands on activity on observing learning material is emphasized on the development of reasoning, building a model, its relationship with real world applications (Ahmad, 2012: 9). Hands on activity learning model is a learning model where students not only see and listen to the teacher explain, but in this learning students observe, do and identify directly on the

object being studied. This learning model can make students have direct experience, so they can overcome student learning problems such as difficulty remembering subject matter (Wena, 2011).

Steps - steps of learning Hands on activity according to Ahmad (2015) are as follows:

1. Apperception (questioning and constructivism) questions, namely learning begins with giving questions to explore students' initial knowledge which is able to increase the activity of asking and answering students.
2. Formation of heterogeneous learning communities to overcome low student collaboration activities in science learning.
3. Providing modeling on how to conduct experiments (Modeling and inquiry), namely learning is done by providing modeling on ways - how to conduct an experiment and continued doing experimental activities (inquiry) to observe the real problems that exist around the school so that the activity of conducting experiments, making tables and writing data the trial and answer the questions in the worksheet increases.
4. Student assessment (authentic assessment) is carried out during the learning process by the teacher to increase student activity in paying attention to information, presentation and collaboration.
5. The conclusion is that learning is ended by inviting students independently in providing conclusions on the learning that has been done that is associated with the initial knowledge possessed (constructivism), and the teacher provides a reflection to straighten the concept of the actual material.

From the learning steps, it can be concluded that the hands on activity learning method includes four main components, namely:

1. Information gathering activities and asking questions
2. Activity activities and discovering
3. Collect data and
4. Analyze

Phase - phase of hands on activity can be described as follows:

1. Phase 1: Digging up information and doing activities
2. Phase 2: Collect data
3. Phase 3: Analyze data
4. Phase 4: Make your own conclusions
5. Phase 5: Apply the concept

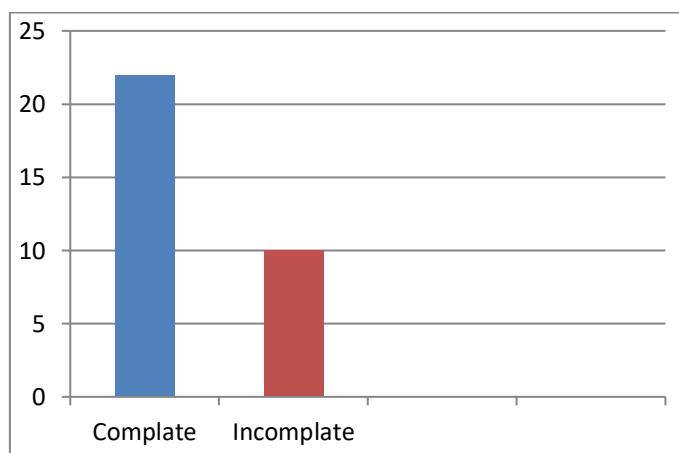
## RESEARCH METHODS

This study uses classroom action research (CAR) methods. CAR according to Rahayu (2018) is a research method which is carried out by the implementation of educational practices or a group of teachers by providing treatments in learning, based on students' reflections on the results of these treatments. In this study the treatment given was the hands on activity method in an effort to improve the students' ability to observe.

## RESULTS AND DISCUSSION

### RESULTS

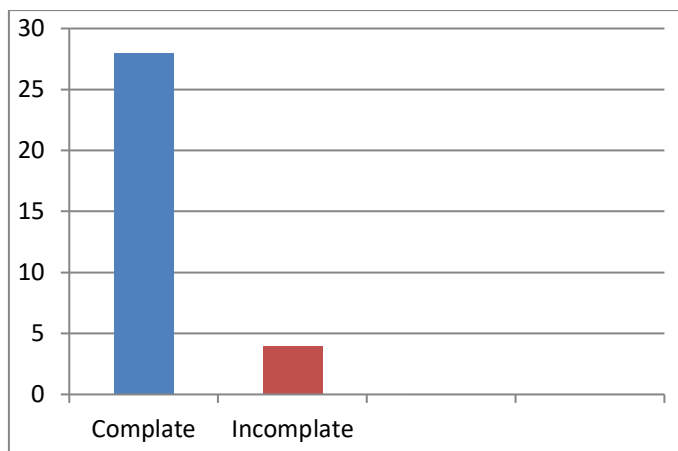
In the learning process at SDS Gamaliel has never used the hands on activity method, so the ability to observe Gamaliel's second grade SDS students has not been measured properly. There are still many students who are less skilled in developing the ability to observe. The ability to observe 11th grade students of SDS Gamaliel for Religion subjects is limited to reading Religion print books and after that listening to the teacher's explanation, and memorizing the verse after two meetings the teacher gives a daily test or pretest, and the test results for each class II SDS Gamaliel student ( Pre-cycle) before using the hands on activity activity.



**Figure 1.** Pre cycle completeness level

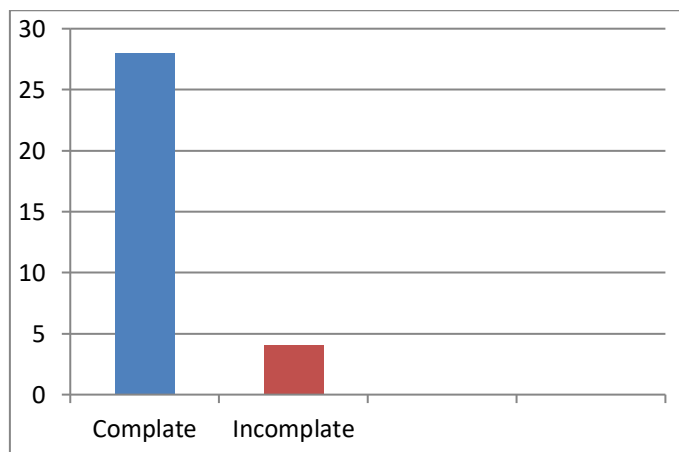
From the test results in the table above shows the ability to observe students in grade 2 is not optimal, because there are still students who get grades under the KKM. With the formulation of the problem, the author decides to teach with hands on activity activities and use teaching media by looking at video shows in cycle 1, before the researcher explained the

subject matter first. The following are the results of the first cycle evaluation of the author presented in the following chart:



**Figure 2.** Cycle I completeness level

In Cycle 1, the average score was 79.22, at this stage the learning outcomes of students had an increase, but it was less than optimal so that further improvement was needed.



**Figure 3.** Cycle II completeness level

## DISCUSSION

From the results of cycle 2 activities, there was a significant progress of active, creative students. Students are involved in learning, happiness and fun, the results obtained by students have achieved the expected, the ability to observe students there is a better improvement. Some things that need to be observed from the observations are as follows

1. Students look enthusiastic in taking lessons.
2. The number of students whose grades were below the KKM is now very well improved, there are no more students whose grades are below the KKM.
3. Students begin to be motivated so that the spirit of learning begins to be felt.

This reflects that the Cycle II action research conducted by researchers has been able to improve the ability to observe students in grade 2 SDS Gamaliel with better hands on activity activities.

## CONCLUSION

Overall the results of the study show the ability of students, in observing ability has increased because with hands on activity learning makes students become active, involved in learning, creative, and learning activities to be fun because the methods used are various, so that learning objectives are achieved.

## ACKNOWLEDGEMENT

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