

IMPROVING CITIZENS LEARNING OUTCOMES IN DIVERSITY MATERIALS THROUGH EXAMPLES NON EXAMPLES LEARNING METHODS

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Abstract

One of the problems in the world of education today is the low quality of education caused by several factors including the low quality of learning caused by the ability of teachers who are still lacking, not using methods that are in accordance with the material being taught, an evaluation system that is not appropriate, and the ability of teachers. The purpose of this Classroom Action Research (CAR) is to determine the extent to which learning through examples non-examples learning methods can improve the learning outcomes of grade VII A students at SMP Negeri 5 Sungai Raya. This research was carried out in 2 cycles. The Learning Methods Examples Non Examples technique is proven to be able to improve students' poetry writing skills in Indonesian lessons by reaching the KKM standard of 70. From 64.62% in cycle I, it can increase to 78.70% in cycle 2. The results of this action research indicates that the examples non examples learning method is useful and can improve students' learning outcomes in Civics subjects in class VII A at SMP Negeri 5 Sungai Raya.

Keywords: *Learning Methods Examples Non Examples, Learning Outcomes*

INTRODUCTION

The development of an increasingly modern era, especially in the era of globalization as it is today demands the existence of high-quality human resources. To realize the life of an intelligent nation, of course, by way of education. One of the goals of education is to increase knowledge and skills to support the ability to adapt to the environment. Learning in schools is one way to realize these educational goals. However, to implement an effective and efficient learning process, it is necessary to apply good learning approaches.

The educational process means that it involves teaching and learning activities with all aspects and factors that influence it. In essence, to support the achievement of teaching objectives, students' attention during the teaching and learning process is a reflection of teaching and learning activities that involve students, teachers, subject matter, teaching methods, learning facilities or facilities, a curriculum that is in accordance with student needs and supported by a supportive environment. teaching and learning activities.

Teaching work does not always have to be interpreted as an activity to present subject matter. Although the presentation of subject matter is indeed a part of learning activities, it is not the only one. There are many other ways that teachers can make students learn.

In the teaching and learning process, there are several factors that can hinder student learning activities and achievements, so that student achievement and learning activities decline. Learning achievement is influenced by many factors which are classified into two factors, namely internal factors and external factors. Internal factors are factors that come from within students such as interests, motivation, attitudes, health, level of intelligence and study habits, while external factors are factors that come from outside students such as family, learning methods at school, learning facilities, school discipline, teachers and society.

According to Gulo (2002, pp. 76-77) the principles that need to be considered in creating learning conditions that optimize student activity in learning, include: the

principle of motivation, the principle of background or context, namely the principle of connecting new materials with what students have previously obtained. , the principle of individual differences, the principle of finding, and the principle of solving problems. The principle of problem solving means directing students to be more sensitive to problems and have the skills to solve them.

Learning is a process of effort by a person to obtain a new behavior change as a whole, as a result of his own experience in interaction with his environment (Slameto, 2010, p. 2). Based on this, the activities that occur in Civics learning should be dominated by the activities of constructing knowledge independently by students.

Citizenship Education is a subject that generally aims to develop the potential of individual Indonesian citizens, so that they have adequate insight, attitudes, and citizenship skills and allow them to participate intelligently and responsibly in various social, national and state lives.

In addition, the application of learning models in Civics subjects has not been so effectively implemented. And also Civics teachers in the teaching and learning process are limited to using the lecture method only, so that making Civics is one of the lessons that are less attractive to students today so that it affects student learning it is difficult to know and understand Civics lessons. This condition is motivated by several factors, namely originating from within students, namely: lazy, low learning motivation and lack of curiosity. This means that students need to develop various critical thinking processes, such as listening carefully, identifying and formulating questions, organizing their thoughts, analyzing arguments, observe and consider the results of observations of interacting with other people so that they can improve their critical thinking skills. To overcome this, Citizenship Education teachers (PKN) as teaching staff and educators must always improve their professional quality, namely by involving students effectively in the learning process. Because with high motivation can increase student activity and creativity.

How to master Civics material at SMP Negeri 5 Sungai Raya still tends to be dominated by teacher activities so that students are less active in reconstructing their own knowledge, as observed in SMP Negeri 5

Sungai Raya during Civics learning activities. Civics learning at SMP Negeri 5 Sungai Raya is still conventional, namely the teacher delivers learning materials while students only follow passively in their respective seats. The communication that occurs tends to be one-way and monotonous, namely the teacher explains, gives examples, occasionally asks questions, but does not motivate students to actively understand, and then the teacher gives practice questions and sometimes becomes homework. Meanwhile the students sat listening to the teacher's explanation,

Looking at the problems above, there is an illustration that the root cause of the problem is in the learning strategy that is not able to arouse students' critical thinking skills, so that some students, especially class VII A at SMP Negeri 5 Sungai Raya are less interested in learning Civics because of the learning process that does not arouse interest. the student to learn. In addition, teachers in teaching rarely use methods that can attract students, thus causing a lack of student participation in the learning process, it will affect the low learning outcomes of students.

Other things that affect class VII A students of SMP Negeri 5 Sungai Raya, namely not being able to catch lessons, are when in school (class) teachers rarely use methods that can attract students, the media used by teachers is also very little, on the other hand there is also a lack of problem-solving activities in a Civics learning. Starting from the teaching experience and the problems encountered in the classroom with a lack of interest in learning Civics, an action was taken by the teacher to overcome learning problems to improve students' understanding of Civics subject matter.

In order for learning to be active, creative, innovative, effective and fun, the learning process must be built based on the excitement of students and teachers. The examples non example learning method is as one of the learning models that the learning model is a form of learning presented by learning designers and teachers which is used as a guide in planning classroom learning to achieve learning objectives. With the application of the examples non examples learning method, it is expected that students will be more active and creative in participating in Civics lessons, and improve the quality of student learning in terms of seeking, finding,

and solving problems in learning. By being active and creative both in finding sources and in quizzes as an effort to solve problems,

Understanding learning outcomes according to the Big Indonesian Dictionary (Poerwadarminta, 1986, p.14), learning outcomes are mastery of knowledge or skills developed by subjects, usually indicated by test scores or scores given satisfaction to individuals who learn. Sudjana (2002, p. 22) states that learning outcomes are abilities that are possessed after a person has had the learning experience. So it can be concluded that learning outcomes are abilities obtained by students through learning activities. Students who are successful in learning are those who succeed in achieving learning objectives.

Learning outcomes are determined by evaluation. Evaluation of learning outcomes is a process to determine the value of student learning through assessment and measurement of learning outcomes. The main purpose of evaluation is to determine the level of success achieved by students after participating in a learning activity. The success rate can be expressed in letters, words or symbols (Dimiyati & Mudjiono, 2002, p. 200).

While the Learning Method Example Non Example or also commonly called example and non-example is a learning model that uses images as learning media. The use of this image media is arranged and designed so that children can analyze the image into a form of a brief description of what is in the image. The use of this Non-Example Example Learning Method emphasizes the context of student analysis. Ordinary which is more dominantly used in high grades, but can also be used in low grades by emphasizing psychological aspects and developmental levels of low grade students such as; written and spoken language skills, light analytical skills, and the ability to interact with other students.

Learning Method Example Non Example using images can be through OHP, projectors, or the simplest is a poster. The image that we use must be clear and visible from a distance, so that the child behind can also see clearly.

Concepts are generally learned in two ways. Most of the concepts we learn outside of school through observation and also learned through the definition of the concept itself. Example and Non example are techniques that

can be used to teach the definition of concepts. This tactic aims to prepare students quickly by using 2 things consisting of an example and a non-example of an existing concept definition, and asking students to classify them according to the existing concept.

Example provides an overview of something that is an example of a material being discussed, while non-example provides an overview of something that is not an example of a material being discussed.

Slavin (1994, p.89), suggests that if the teacher will present an example of a concept then there are three things that should be considered, namely: 1. Sort the examples from easy to difficult. 2. Choose examples that are different from each other. 3. Compare and contrast examples and non-examples. Setting up experiences with examples and non-examples will help students to construct a richer and deeper meaning of an important concept.

The action hypothesis is an action that is expected to be able to solve the problem to be overcome by implementing CAR. The action hypothesis in this study is that the examples non-examples learning method can improve student learning outcomes in Civics learning on the material Diversity of Tribes, Religions, Races, and Intergroups in the Unity in Diversity Frame in class VII A of SMP Negeri 5 Sungai Raya.

RESEARCH METHODOLOGY

In this study, the subject who carried out the action was the researcher as a Civics Teacher and the subject who received the action was a class VII A student of SMP Negeri 5 Sungai Raya as many as 27 students. Classroom action research was carried out on students of class VII A, with the number of students consisting of 27 people. The action is carried out in 2 cycles. The activity is carried out in the even semester of the 2018-2019 school year. The research was carried out from January 9 to March 18, 2019. In implementing the action, the design was carried out in 2 cycles which included; (a) planning, (2) action, (3) observation, (4) reflection.

Sources of data in this study came from two sources, namely: 1. Students, obtained data about improving student learning outcomes. 2. The teacher obtained data about the application of Learning Examples non examples. In data collection the technique used

is to use observation and tests. The indicator of success in this study is if students in class VII A of SMP Negeri 5 Sungai Raya get a score according to the KKM standard value of 70.

RESULTS AND DISCUSSION

The implementation of teaching and learning activities for cycle 1 was carried out on January 9 to January 16, 2019 at SMP Negeri 5 Sungai Raya with a total of 27 students. In this case the researcher acts as a teacher. The teaching and learning process refers to the lesson plans that have been prepared.

Observation (observation) is carried out simultaneously with the implementation of teaching and learning. At the end of the teaching and learning process, students are given a formative test 1 with the aim of knowing the level of success of students in the teaching and learning process that has been carried out. The value of student learning outcomes in cycle 1 can be explained that the application of the examples non-examples learning approach is obtained by the percentage of students' learning completeness scores for Civics lessons is 64.62% who have completed learning. These results indicate that in the first cycle classically students have not finished studying, because the desired completeness is 70 according to the KKM value. This is because students still feel new and do not understand what is meant and used by the teacher by using the examples non examples learning approach.

The implementation of teaching and learning activities in cycle 1 is still lacking, so there is a need for revisions to be carried out in the next cycle, namely: 1. Teachers need to be more skilled in motivating students and be clearer in conveying learning objectives. Because students are invited to be directly involved in every activity that will be carried out. 2. Teachers need to distribute time well by adding information that is deemed necessary and giving notes 3. Teachers must be more skilled and enthusiastic in motivating students so that students can be more enthusiastic.

The implementation of teaching and learning activities for cycle 2 was carried out on February 23 to March 23, 2019 at SMP Negeri 5 Sungai Raya for the 2018-2019 school year. In this case the researcher acts as a teacher. The teaching and learning process refers to the lesson plan by paying attention to revisions in cycle 1, so that mistakes or deficiencies in cycle 1 do not occur again in cycle 2. Observations

are carried out simultaneously with the implementation of teaching and learning.

In cycle 2 the teacher has applied the examples non-examples learning approach well, and seen from student activities and student learning outcomes, the implementation of the teaching and learning process has been going well. So there is no need for too many revisions, but what needs to be considered for further action is to maximize and maintain what already exists with the aim that in the implementation of the teaching and learning process further application of the examples non examples learning approach can improve the teaching and learning process so that learning objectives can be achieved Based on the results of this study indicate that the application of the learning model with the examples non examples learning approach has a positive impact in increasing student learning motivation. that is; 64.62% ; 78.70%. In cycle 2, classical student learning completeness has been achieved.

CONCLUSION AND SUGGESTION

From the results of the learning activities that have been carried out for two cycles, and based on all the discussions and analyzes that have been carried out, it can be concluded as follows: 1. Learning by applying the examples non-examples model in increasing student motivation at SMP Negeri 5 Sungai Raya in Civics subjects marked with increasing student learning completeness in each cycle, namely; 64.32% and 78.70%. 2. The learning approach of the examples non-examples model in Civics lessons has a positive influence, which can increase students' learning motivation. 3. The examples-non-examples learning approach can improve the teaching materials that have been received by students so far, so that they feel ready to face the next learning.

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