

APPLICATION OF THE EXAMPLE NON EXAMPLE MODEL IN SOCIAL STUDIES LEARNING FOR GRADE IV STUDENTS OF ELEMENTARY SCHOOL 02 SURODADI

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Abstract

The research objective was to determine the application of the Non Example Example Model in Social Studies Learning for grade IV Students of Elementary School 02 Surodadi. The research method used is Quasi Experiment. One-group research design pretest-posttest design. Data collection techniques using test techniques. The collected data were analyzed using z-test at the significant level $\alpha = 0.05$. Based on the results of the analysis using the z-test, it can be concluded that the learning outcomes of the fourth grade students of Elementary School 02 Surodadi after the application of the Example Non Example Model in social studies learning are significant. The average (\bar{x}) score for the final test of students was 74,53 with the percentage of the number of students who had not completed it was 15% and the number of students who had completed was 85%.

Keywords –*Example Non Example, Social Studies Learning, Elementary School*

1. Introduction

Education plays an important role in efforts to develop quality human resources. Educating the nation's life as stated in the preamble to the 1945 Constitution is one of the national goals. Education is one of the national goals of the Indonesian nation, so all people without exception are responsible for participating in efforts to achieve these goals. This responsibility can be manifested in the form of formal education, non-formal education, and informal education.

The achievement of an improved quality of education is the responsibility of all parties involved in education, especially elementary school (SD) teachers. Elementary school teachers are people who play a role in creating quality human resources who can compete competitively. Every elementary school teacher learning must use approaches, models, strategies, methods, and learning media that can make it easier for students to understand the material they are teaching. However, it is often heard and also found the fact that elementary school teachers are less effective in carrying out the learning process without being accompanied by creativity in the use of learning tools.

One of the subjects in elementary school that plays a role in providing insights, skills, and attitudes is Social Science (IPS). Elementary social studies learning must enable students to understand and find their own concepts, encourage students to learn actively and improve student learning outcomes which are quite significant.

The purpose of social studies learning in SD is to introduce students to knowledge of life in society or human life systematically. But we often find that in the learning process in schools there are still many teachers who cannot translate the contents of the curriculum itself and only refer to the teaching experience so that learning in the classroom does not develop and does not give students the opportunity to be active in learning.

Social studies tend to be less liked by students because the learning is very boring. During learning, students only listen to the teacher telling stories, summarizing, and working on problems. The achievement of the Minimum Completeness Criteria (KKM) requires the application of learning tools, one of which is an effective learning model that does not require students to memorize facts in social studies but with a learning model it will encourage students to learn to find concepts independently with teacher guidance. .

The learning model is the method used during the learning process that is described from beginning to end and is typically presented by the teacher. Learning models that are

fun make it easier for teachers and students to achieve educational goals. By applying the learning model, students' attention will be indirectly focused.

Based on the results of observations made with the principal of SD Negeri 02 Lubuklinggau who was accompanied by class IV guardians, namely, Munir, S.Pd and Mr. Sumardiyana, S.Pd on July 17, 2020 at SD Negeri 02 Surodadi, it shows that social studies learning has not run optimally. This is because: (1) students are less enthusiastic about learning activities; (2) teachers rarely use instructional media; (3) teachers are less varied in using learning models when delivering material; and (4) teachers do not facilitate students in pouring creativity and ideas into writing, so that students' social studies learning outcomes are low.

The subjects in this research will be conducted on fourth grade students because during social studies learning, it turns out that in class IV there are still many students who have not been able to understand learning optimally. This is due to the lack of variation in teachers in using the learning model so that students become bored quickly and are less enthusiastic in participating in the learning process. Social studies learning should emphasize the social interaction of students with other students and explore their own knowledge without having to be crammed with information from the teacher, so that students will be motivated and have an effect on student learning outcomes (Fahmi, 2017: 107).

This has an impact on the social studies scores of the fourth grade students of SD Negeri 02 Surodadi which are still below the KKM set by the school, namely 65 (attached). The total number of students who completed 4 people or about 33.3% with an average score of 69, while the remaining 66.7% or 8 people still did not complete the KKM with an average score of 48. learning such as the application of an appropriate model so that learning becomes more optimal.

The implementation of learning should not be done carelessly, so that the learning objectives can be achieved, the teacher must consider the selection of an effective learning model in an effort to improve student learning outcomes (Aji and Sary, 2018: 89). The author will apply the Example Non Example model. So that indirectly students will be enthusiastic in participating in learning at school and learning objectives can be achieved as they should.

The application of the Example Non Example model in social studies learning which is carried out indirectly can focus students' attention on learning and make learning more effective so that students are more enthusiastic in participating in learning. By

applying the Example Non Example model can help students think more critically in analyzing images that are in accordance with basic competencies, students know the application of material in the form of images, and students are given the opportunity to present their opinions regarding image analysis (Fathurrohman, 2018: 141). Thus, students will be more enthusiastic to think critically and channel the ideas they have in mind so that learning runs optimally.

Based on the description above, the writer takes an alternative to conduct experimental research with the research title "Application of Non Example Example in Social Studies Learning for Class IV Students of SD Negeri 02 Surodadi". By applying the Example Non Example model, it is expected that students will be able to achieve the maximum expected completeness criteria and the achievement of learning objectives.

Learning outcomes are the final abilities obtained by students during the optimal learning process. Optimal learning outcomes become students 'own pride and increase students' confidence in their abilities.

Example Non Example Model as a series of learning that uses images as a medium during the learning process to assist teachers and students in achieving learning objectives with the steps, namely the Non Example Example model steps, it can be concluded that: 1) the teacher prepares pictures according to the material to be discussed based on KD. 2) the teacher writes the topic and learning objectives. 3) The teacher forms the students into groups. 4) The teacher presents the picture using the LCD, OHP or attached to the writing board. 5) The teacher gives directions to students. 6) Students observe and analyze the images that have been presented. 7) Students make the results of the discussion. 8) Group representatives present the results of the discussion and the other groups ask questions. 9) based on the results of the discussion the teacher explains the material according to the learning objectives and concludes and evaluates / reflects.

2. Method

This research is a quantitative research with a quasi-experimental research method or Quasi Experiment. The form of research design used in this study was the Pre-Experimental Design category of the One-Group Pretest-Posttest Design. The subjects in this study were fourth grade students of SD N 02 Surodadi in the 2020/2021 academic year. The sample of this research is the fourth grade students.

In determining the validity, the technique used to measure the validity of the questions is the serial point product correlation technique. The formula is (Arikunto, 2013: 326).

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\}\{N \sum Y^2 - (\sum Y)^2\}}}$$

Information:

N: The number of test takers

X: The test result value

Y: Daily average value

r_{xy} : The correlation coefficient of variable X and variable Y

This research instrument is in the form of a test that can be tested with an essay test with a total of 7 test questions. The research instrument shows the level of reliability with the formula r11 (Riduwan, 2015: 74) a coefficient of 0.72. This means that the test item has a high degree of reliability and can be trusted as a measuring tool. The validity of the instrument, level of difficulty, distinguishing power and the collected data were analyzed by calculating the average score, standard deviation, normality test, and Z-test.

3. Result and Discussion

The pretest was conducted to determine the students' initial abilities before being given social studies content learning using the Example Non Example model. The pretest questions used are in the form of an essay which consists of 7 questions. The pretest was carried out on August 13, 2020 in class IV which was attended by 20 students. Based on the results of the pretest data calculation can be seen in table 4.1.

No	Category	Information
1	The highest score	63
2	Lowest Value	16
3	Average Value	39,53
4	Standard Deviation	13,98
5	Number of Students who Completed	0 Siswa (0%)

Based on table 4.1 above, it is known that the data of students who get a score of more than 65 (complete) are 0 students, so it can be said that no student completed the

initial test (Pretest). The highest score was 63 and the lowest was 16. The average overall score was 39.53. Descriptively, it can be said that the students' initial ability before the application of the Example Non Example model was in the incomplete category because the average score was less than the KKM that had been applied, namely 65.

The final test (Posttest) was held on August 20, 2020 to determine the ability of student learning outcomes after following the learning process using the Example Non Example model. A learning outcome is in the complete category when the student's score has reached the KKM. The posttest in this study was carried out at the end of the meeting which was attended by 20 students in the class which was determined as the sample class. Based on the results of the Posttest data calculation in (Appendix C) it can be seen in table 4.2

No	Category	Information
1	The highest score	94
2	Lowest Value	53
3	Average Value	74,53
4	Standard Deviation	10,74
5	Number of Students who Completed	17 (85%)

Based on table 4.2 above, it is known that there are 17 students who score more than 65 (complete) and 3 students who score less than 65 (not completed). The highest score was 94 and the lowest was 53. The average overall score was 74.53. Descriptively, it can be said that the final ability of students after the application of the Example Non Example model is in the complete category because the average score is more than the KKM that has been applied, namely 65.

Hypothesis testing is the proving process of testing the truth of the hypothesis on the research results. The hypothesis tested in this study is "The application of the Example Non Example model in social studies learning for fourth grade students of SD Negeri 02 Surodadi is significantly complete". At this stage the analysis is carried out in testing the hypothesis to determine the normality of the pretest and posttest data, then the normality test is used with the chi-square (χ^2) compatibility test, namely:

$$\chi^2 = \sum_{i=1}^k \left(\frac{(f_o - f_e)^2}{f_e} \right)$$

Based on the statistical calculation provisions regarding the data number test with a significance level of 5%. If $X^2_{count} < X^2_{tabel}$, it can be stated that the data is normally distributed. The calculation results can be seen in (Appendix D). The recapitulation of normality test results can be seen in detail in table 4.3

Table 4.3

Posttest Normality Recapitulation

X^2_{hitung}	Dk	X^2_{tabel}	Kesimpulan
1,8795	5	11,0704	Normal

Table 4.3 shows that $X^2_{count} < X^2_{tabel}$, it can be stated that the data is normally distributed with a significance level of 5%. To determine the hypothesis test in this study, the z-test formula was used. The conclusion of the data from the Posttest results is that the hypothesis is tested statistically. After it is known that the Posttest data is normally distributed, it can be continued with the calculation of the hypothesis test. The recapitulation of hypothesis test results from the Posttest data can be seen in table 4.4

Table 4.4

Posttest Hypothesis Test Recapitulation

z_{hitung}	Dk	z_{tabel}	Kesimpulan
3,97	20	1,64	Ha diterima

Table 4.4 shows that $z_{count} \geq z_{tabel}$, then H_0 is rejected and H_a is accepted with a significant level ($\alpha = 0.05$) and degrees of freedom ($dk = 20$). So it can be concluded that the hypothesis proposed in this study can be accepted as true and the social studies learning outcomes of the fourth grade students of SD Negeri 02 Surodadi after applying the example non example model are significantly complete in the category of either more than or equal to 65.

Based on the formulation of the problem raised in the study, namely "Is the application of the Example Non Example model in social studies learning for grade IV SD Negeri 02 Surodadi students significantly complete?". The results of this study indicate that the social studies content of the fourth grade students of SD Negeri 02 Surodadi after applying the Example Non Example model has been significantly completed. After comparing the results of the pretest and posttest, it can be seen that there is an increase in student scores after the material is taught using the Example Non Example model.

After the pretest was carried out, the students scored more than 65 (complete) as many as 0 students (0%) and the initial average was 39.53. So the pretest results before the implementation of learning using the Example Non Example model are in the

incomplete category. This can happen because at the time of giving the pretest, the material tells of the experience of working together in diversity that students have not learned.

After the material was studied using the Example Non Example model, a Posttest was held and 17 students (85%) scored more than 65 (85%) and the final average was 74.53. Descriptively, it can be said that the posttest results after learning by using the Example Non Example model are in the complete category. Based on the results of hypothesis testing, it can be concluded that the social studies learning outcomes of the fourth grade students of SD Negeri 02 Surodadi after learning using the Example Non Example model were significant.

This research is relevant to research conducted by Rojali, et al. (2018) concluded that the Example Non Example model is good to use. Based on the research conducted by the author, the Example Non Example model can be used as an alternative in the teaching and learning process, namely to train students to learn to be creative, courageous, independent, active, to find new ideas, to socialize, and to reduce students' fear of asking friends and teachers.

At the beginning of the meeting, the author only conducted a pretest on August 13, 2020, as a preparation stage for the writer to condition the class and provide motivation as well as to students. In addition, the authors convey the objectives that the authors will do. After the writer has given the Pretest questions and the students have finished answering, the writer tries to introduce the Example Non Example model in general. The writer explains the meaning and steps of the Non Example Example. The writer tries to exemplify the steps of the Non-Example Example model on the same day when he finishes the Pretest on August 13, 2020 using other materials by making use of items in the classroom. When doing the piloting, it turned out that many students experienced difficulties in the learning process and students were still embarrassed to express their opinions. When the pilot was finished, the researcher gave reinforcement to students so that the next lesson students were more courageous in expressing their opinions.

Then at the next meeting on August 20, 2020 the writer implemented the Example Non Example and Posttest models. At first the students were still not focused, then the author tried to break the ice by focusing students' attention and asking about the learning material, this is in accordance with the theory of advantages of the Example Non model. Example According to Rojali, et al (2018: 416) by using the Example Non Example model students are more critical in analyzing images, students are more focused on

learning, especially on the object of the image that the teacher has presented. After that students have started to better understand and begin to be more focused and courageous in following the learning process. This can be seen when students focus on observing and analyzing the images that have been presented, students are enthusiastic in making the results of the discussion, and students have self-confidence when presenting the results of the discussion.

After the Example Non Example model was implemented on the same day, August 20, 2020, at the end of the lesson the writer gave Posttest questions to determine the students' final abilities after implementation. The posttest was attended by 20 complete students. After the Posttest questions were given and the students finished working on them, the writer gave reinforcement at the end of the meeting.

Learning using the Example Non Example model makes students more focused in learning, stimulates students to think critically, and is confident in expressing opinions. With this, students are more enthusiastic during the learning process, so that social studies learning outcomes after the application of the Example Non Example model have increased significantly.

Learning by applying the Example Non Example model, students are accustomed to being able to focus on observing, increasing critical thinking skills, increasing a sense of solidarity among other students, and increasing self-confidence to convey opinions or ideas that are on students' minds. Thus the Example Non Example model can be used as an alternative in the learning process.

4. Conclusion

Based on the results of research and data revision regarding the application of the Example Non Example model in social studies class IV SD Negeri 02 Surodadi with the subject matter of telling the experience of working together in diversity, the Posttest average score is 74.53 with a standard deviation of 10.74 and a complete percentage. 17 students (85%) and 3 students (15%) who did not complete. Based on the results of data analysis, it shows z_{count} (3.97) and z_{table} (1.64) with a significant level ($\alpha = 0.05$) and degrees of freedom ($dk = n = 20$). This shows that $z_{count} > z_{table}$, then H_0 is rejected and H_a is accepted. It can be concluded that the average score of social studies learning outcomes of the fourth grade students of SD Negeri 02 Surodadi after completing the Example Non Example model is significantly more than or equal to 65.

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