

Decision Making Learning Model On Class IV Students' Writing Skillsupt State Elementary School 060890 Medan Polonia

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ABSTRACT

This study aims to: (1) Know the writing skills of fourth grade students of UPT SDN 060890 Medan Polonia before using the decision making learning model, (2) Know the writing skills of fourth grade students of UPT SDN 060890 Medan Polonia after using the decision making learning model, (3) Knowing the effect of the decision making learning model on the writing skills of class IV UPT SDN 060890 Medan Polonia students. This type of research is a quantitative study with a one-group pretest-posttest design. The population of this study were all students of class IV UPT SDN 060890 Medan Polonia, totaling 28 people. The sampling technique used is saturated sampling in which all members of the population are used as samples. Data collection techniques using observation sheets. Based on the research results: (1) Before using the decision making learning model, the average score of students was still low, namely 56.18, and the highest score obtained by students before using the decision making learning model was 70, (2) After using the decision making learning model the average score of students increased, namely 82.54, and the highest score obtained by students after using the decision making learning model was 92, (3) Based on this research, the results of the hypothesis calculation using the t test (Paired Sample T Test) at a significant level of 0.05 obtained the sig. (2-tailed) is $0.000 \leq 0.05$, it can be said to H_a be accepted and H_0 rejected. The results of the analysis of the data can be concluded that there is a significant difference between the pretest and posttest, thus there is an influence of the decision making learning model on the writing skills of class IV students of UPT SDN 060890 Medan Polonia.

Introduction

Learning activities are defined as individual interactions with the environment. The environment in this case is another object that allows individuals to obtain information, experience or knowledge. The learning process is a place where students can develop their skills and attitudes and transform intellectual activity that leads to the learning process (Amin & Dahniyal, 2022) The learning process is influenced by several components, including teachers, students, teaching methods, learning media, student activity and student motivation in learning (Sitepu, 2017). In teaching and learning activities, teachers according to Law Number 14 of 2005 concerning Teachers and Lecturers are "professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education, formal education pathways, basic education and secondary education" (Dahniyal, 2017). In learning activities there are four language skills, namely listening skills,

speaking skills, reading skills, and writing skills that students learn at school. One aspect of the skills that must be mastered by students is writing skills. Writing is a skill that must be taught to elementary school students, students' initial abilities can then be used to communicate ideas and ideas that they want to convey to others (Adnan et al. , 2019). The purpose of writing is so that the writing that is made can be read and understood by readers who have the same understanding of the language used. Through writing skills, students can convey ideas and ideas to achieve goals (Meiroza, 2019) . In addition to having very important goals and functions for students, in fact writing skills are one of the skills that are still considered quite difficult, especially for elementary school students. Based on observations on February 12 2022 in class IV UPT SDN 060890 Medan Polonia there is a problem, namely that there are still students who have low writing skills , students still have difficulty pouring their creative ideas into written form, students are still confused about I start from where students will write, what to do next and how to end a writing in learning to write essays, so that students consider writing skills very difficult. In addition, teachers are also less creative in varying methods, models, and strategies that attract and motivate students in learning to write. Teachers also have never used the *decision making learning model* , especially in learning to write. In learning to write, teachers still often use the lecture method, and by asking students to write an essay, read it in front of classmates, then submit the writing to the teacher. And based on the results of a pre-survey conducted by researchers, students' writing skills are said to be less visible based on data about student learning outcomes in Indonesian subjects in the table below:

**Indonesian Language Learning Deuteronomy Results
Class IV UPT SDN 060890 Medan Polonia**

No.	Mark	Frequency	Presentation
1	≥ 70	13	46.4 %
2	≤ 70	15	53.6 %
	Amount	28 students	100 %

(Source of data: Class IV teacher of UPT SDN 060890 Medan Polonia)

There are several factors that affect students' writing skills including: not fluent in issuing or conveying ideas and ideas, lack of ability to think critically, and lack of motivation in learning to write. Seeing the problems that have occurred, it is necessary to make changes in teaching and learning activities especially on students' writing skills. One of them is by using a learning model. The learning model used is the *decision making* learning model which is often equated with critical thinking, solving problems by thinking logically and reflectively (Huda & Naelofaria, 2020) . The *division making* learning model allows students to be more responsive and active and creative. The *decision making* learning model also requires students to express their opinions or knowledge (Novia & Anas, 2021) . The use of *the decision making* learning model requires students to be able to work together to do joint tasks, respect differences of opinion and individual and group responsibilities. In the *decision making* learning model students not only work in groups in solving a problem but also provide benefits to individuals to increase their understanding. The steps for implementing the *decision making learning model* in teaching and learning activities are as follows: 1) The teacher informs the learning objectives and formulation of the problem , 2) Classically gives a picture or case of a problem according to the subject matter, 3) Makes questions so that students can identify these problems, 4) In groups students are asked to identify problems and find solutions, 5) As groups or individuals, students are asked to explain why students choose these solutions, 6) In groups or individually students are asked to determine what causes the problem, 7) In groups or individually students are asked to propose what actions should be taken to avoid these problems (Winarso, 2014) . So by using the *decision making* learning model it is hoped that there will be changes and can overcome the problems that occur, namely regarding students' writing skills, it can also train students to think critically and creatively so that students are able to express or convey ideas and ideas that are thought in written form. or essay so that it can be read and understood by others.

Research Methodology

The research method used is a quantitative research method with a *one-group pretest-posttest design* . The population of this study were all students of class IV UPT SDN 060890 Medan Polonia, totaling 28 people. The sampling technique used is saturated sampling in which all members of the population are used as samples. Data collection techniques using observation sheets using the t test (*Paired Sample T Test*).

Results and Discussion

In the discussion of data, the data obtained in this study were taken from the results of the initial observation (*pretest*) and final observation (*posttest*) of students who were observed in class learning. The initial step in this research is to give *pretest* to students by carrying out the learning process without using a learning model. After getting the result score from *the pretest* , then the researcher gave *treatment* by carrying out the learning process

again using the *Decision Making learning model* so that the result score was obtained from *the posttest* . By observing using the observation sheet, the researcher will find out to what extent the writing skills of class IV UPT SDN 060890 students. Before the observation sheet was tried out, this observation sheet was validated by an expert (lecturer) to validate it. Validation was carried out to obtain information, criticism, and suggestions so that the observation sheets developed by researchers became quality research instruments and were suitable for use. The calculation of the results of the feasibility percentage of the observation sheet is as follows:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{40}{40} \times 100\%$$

$$P = 1 \times 100\%$$

$$P = 100\%$$

Based on the results of the feasibility calculation, it can be concluded that the value of the observation sheet of students' writing skills which was validated by experts, obtained a value of 100% and it was stated that the observation sheet was categorized as very feasible and without needing to be revised.

- a. Students' writing skills before applying the *decision making learning model*

Pretest Value Results

Table. 1 Descriptive Statistics

	N	Minimum	Maximum	Means		std. Deviation	Variances
	Statistics	Statistics	Statistics	Statistics	std. Error	Statistics	Statistics
Pretest	28	42	70	56,18	1,240	6,561	43,041
Valid N (listwise)	28						

Note: The ideal maximum score is 100

Based on the table data it is known that the results of the scores obtained by students on essay writing skills before applying the *decision making learning model* obtained the highest score of 70 and the lowest score of 42. And there are still many students who are still categorized as less skilled.

- b. Students' writing skills after applying the *decision making learning model*.

Posttest Value Results

Table. 2 Descriptive Statistics

	N	Minimum	Maximum	Means		std. Deviation	Variances
	Statistics	Statistics	Statistics	Statistics	std. Error	Statistics	Statistics
Posttest	28	70	92	82.54	1,160	6,137	37,665
Valid N (listwise)	28						

Note: The ideal maximum score is 100

Based on the table data it is known that the results of the scores obtained by students on students' essay writing skills after applying the *decision making learning model* obtained the highest score of 92 and the lowest score of 70. Which is where students' skills increase and are categorized as highly skilled. Based on the description above, the existence of these changes can be seen in the results of research that has been carried out by researchers, which were carried out without using a learning model (*pretest*) and using a learning model (*posttest*). Then to obtain data using the observation sheet that was given to 28 respondents obtained an average *pretest score* of 56.18 and an average *posttest score* of 82.54. That way the *posttest* average score is higher than the *pretest* average score. Then process it using statistical tests, by testing the hypothesis using the t test (*Paired Sample T Test*). The basis for making decisions on the t test is as follows:

1. If the sig. (2-tailed) < 0.05 then H_a accepted and H_0 rejected or the independent variable has a significant effect on the dependent variable.
2. If the sig. (2-tailed) > 0.05 then H_a it is rejected and H_0 accepted or the independent variable has no significant effect on the dependent variable.

The following are the results of the hypothesis test or t test:

Table of Hypothesis Test Results

Table. 3 Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	std. Deviation	std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Writing Skills - Experiment Class	67,857	14,258	1,905	64,039	71,675	35,615	55	,000

To see the results of hypothesis testing, it can be seen in the table, in the table, the sig. (2-tailed) is 0.000 < 0.05, so it can be said H_a to be accepted and H_0 rejected. Thus it can be concluded that there is a significant difference between the results of the observation sheet on the *pretest* and *posttest data*. and there is an influence of the *Decision Making* learning model on the writing skills of class IV UPT SDN 060890 Medan Polonia students. The results of this study are in line with research conducted by Silvia Nurul Huda and Salmah Naelofaria (2020) stating that the *decision making learning model* has an influence on the ability to write persuasive texts. Through the application of this learning model, student learning outcomes increase. Where after using the *decision making learning model* students' grades get better. The research studies both examine the influence of the *decision making learning model*, while the difference is that the research focuses on research on the ability to write persuasive texts while this research examines essay writing skills. Furthermore, research conducted by Alda Novia, et al. (2021) the results of the researchers showed that there was an influence of the poster-assisted *decision-making* cooperative learning model on biology material on students' creative thinking abilities. Where there is a significant difference between before and after applying the *decision making learning model*. The research studies are both examining the influence of the *decision making learning model*. While the difference is in the research focusing on research on students' creative thinking abilities while this research examines students' essay writing skills.

The decision making learning model is a learning model in which students learn in groups and interact with each other, work together to solve existing problems, students are also trained to have the courage to express opinions and be responsive in making decisions. *The decision making* learning model is often equated with critical thinking, solving problems by thinking logically and reflectively (Huda & Naelofaria, 2020). Then the results of these thoughts can be conveyed orally or in writing. Writing can be termed as composing, which is a whole series of one's activities in expressing ideas, and communicating them to the reading public through written language to be understood (Nasution, 2017). Writing is a thought process that is poured in the form of writing, ideas and ideas and is developed in assembling several sets of letters into a word, then several words into a sentence. Then the series of sentences are developed into paragraphs and become a complete essay (Zulaeha & Supriyanto, 2013). The purpose of writing is to express different thoughts, ideas, ideas, feelings and opinions in writing through the preparation of free essays (Fuad, 2018). According to David P. Haris (in Saddhono & Slamet, 2014: 165) the writing process includes at least five elements, namely (1) essay content, (2) essay form, (3) grammar, (4) style, (5) spelling and punctuation. *The Decision Making* learning model influences students' writing skills because this learning model can enable students to be more responsive and active and creative, because this learning model requires students to express their opinions or knowledge in a group and exchange ideas with group mates. which is supported by the role of the teacher in implementing a lesson. So, by applying this *decision making learning model*, especially in learning to write essays, indirectly students are trained to think critically and so that students are able to convey creative ideas that are in their minds. This is in line with the opinion of Novia & Anas (2021) stating that the *decision making learning model* can provide learning experiences to students actively and can increase their understanding independently and students are also trained to be brave in expressing opinions and being responsive in thinking critically, creatively, logically and reflective. Furthermore, Winarso's opinion (2014) states that *the decision making learning model* can improve students' creative and critical thinking skills as well as to obtain information or knowledge based on reasoning considerations. Thus, the application of the *decision making learning model* is successful when students have the ability to analyze, synthesize, and express opinions responsively.

Conclusion

Based on the results of the research and discussion of the data in chapter IV, the following conclusions were obtained: Calculation of the data obtained from the observation sheet results on students' writing skills before applying the *Decision Making learning model*, students obtained the highest score of 70 and the lowest of 42. From each student scores obtained an average value that is still relatively low, namely 56.18. Calculation of the data obtained from the results of the observation sheet on students' writing skills after applying the *Decision Making learning model*, students obtained the highest score of 92 and the lowest score of 70. From each student's score obtained an average value which increased to 82.54. The results of hypothesis testing data analysis using the *Paired Sample T Test* showed that there was a difference between before and after using the *decision making learning model* and there was a significant effect on the writing skills of class IV students at UPT SDN 060890 Medan Polonia.

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