

Developing Student Learning Activities on the Environmental Themes of Our Friends Using a Combination of the Problem Solving, S.A.V.I and CRH Models in Class Students V SDN Melayu 2 Banjarmasin



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ABSTRACT: This study aims to see the activities of teachers, students, and the achievement of student learning outcomes on the Social Sciences material with the theme of Friends of Our Environment using a combination of Problem Solving, Somatic, Auditory, Visualization and Intellectually, and Course Review Horay models. This form of inquiry is Classroom Action Research. The results of this investigation showed that there was an increase in teacher activity, which initially only met the criteria of "Good" at the 1st meeting to "Very Good" at the 5th meeting. Student activity has increased from 18% to 100% in the "Very Active" category. Student learning outcomes initially increased by 21% then increased to 100% in classical completeness. The conclusion of this study can be concluded that the combination of Problem Solving, Somatic, Auditory, Visualization and Intellectually, and Course Review Horay models can increase teacher activity, student learning outcomes and social content with the theme Our Friends Environment in class V SDN Melayu 2 Banjarmasin.

KEYWORDS- Learning Activities, Our Friend's Environment, Problem Solving, Somatic, Auditory, Visualization And Intellectually, dan Course Review Horay.

INTRODUCTION

As social beings, each individual has the right to have an obligation to interact with each other. Social interaction is a relationship that influences each other in actions and thoughts, there is a reciprocal relationship and also cannot be separated from the relationships that occur between communities, social, and individual in the everyday environment (Sanjaya, 2016).

In elementary school students are taught to be able to adapt and relate to their environment well and wisely. The development of the current era is in the midst of a leading and renewable generation of development. All threats that exist today stem from the desire to move forward. This is very influential in life, not only from a social and economic perspective but also from an academic perspective, which demands improvement and renewal in the field of education, especially in teaching and learning activities. In social studies lessons in elementary school students will be given knowledge so that it can be implemented in everyday life.

Social Studies is an educational program that contains certain concepts from a social science and also the humanities which aims to have awareness and sensitivity to every problem in the environment and social, and have the skills to solve a social problem and learn it. So that students must be given a stimulus so that they can have sensitivity to problems that will occur in their surrounding environment by learning and also being taught about social life which will make it easier for students to know what problems often occur in their environment (Daryanto, 2014).

In the 2013 curriculum, teachers will be asked to be more active not only as providers of learning materials, but as mentors and able to foster students. So that what will happen is not just the transfer of knowledge but rather to provide understanding and meaning of learning to these students. Therefore, teachers are required to have certain tips in order to be a good coach for students. Various ways can be done, for example, by varying the learning model where it is deemed necessary for student activity, or also by using an appropriate learning approach in the teaching and learning process where students are required to have a scientific attitude in solving a problem that will be faced and added with a scientific approach.

In social studies learning students are expected to be able to relate the concepts they have to the surrounding environment and are also able to think logically and critically, inquiry, skills, problem solving and curiosity in everyday life. But what happens in real life, is not as desired. As stated by the homeroom teacher and sources obtained by the researcher to the homeroom teacher of SDN

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Melayu 2 Banjarmasin, Mrs. Masnun Saudah, S.Pd, there are some students who find it difficult to identify the types of community businesses in Indonesia.

This is because students only rely on explanations from the teacher and also the availability of books which are still insufficient. Besides that, the ability to think critically and logically, inquiry, skills, problem solving, and curiosity in social life is still not fully developed. This basically shows that the implementation of the 2013 curriculum in schools has not been achieved optimally and has been fully successful.

If this happens continuously and is released just like that, it will have a bad effect on students. Students who are constrained in remembering and also applying the science of social studies learning that they get will experience difficulties not only in one aspect of remembering but also on the social aspect, where these students will have difficulty in socializing with their environment. In addition, learning that does not familiarize students with having the ability to think critically and logically, inquiry, skills, problem solving, and curiosity in social life will affect the realization of students' personalities who are not skilled at solving the problems they are facing, especially in the problems they face. related to the socio-cultural conditions around it. Students who are not accustomed to having curiosity will cause personal students to become indifferent to the problems that will occur in their community, moreover they will not be interested in finding out problems in society and socio-culture that are happening at this time.

Thus, the researcher tries to solve this problem by conducting classroom action research using the title Improving Student Learning Activities in Social Studies Content The Environmental Theme of Our Friends With a Combination of Problem Solving, Somtic, Auditory, Visualization And Intellectually (SAVI) Models, and Course Review Horay (CRH). In Class V Students of SDN Melayu 2 Banjarmasin.

METHOD

Classroom Action Research is focused on improving or improving the results of teacher and student learning activities. Through a qualitative descriptive approach, it can be used as an analysis of teacher and student activities in learning. As for the stages carried out and implemented, starting with the planning stage, implementing the action, the observer and then the reflex. The type of research that will be used is CAR, this action will be carried out in classroom learning. The research was conducted to improve the teaching method carried out by the teacher.

The research was conducted at SDN Melayu 2 located on Jl. Veteran Sungai Bilu No.39, Melayu, Kec. Central Banjarmasin, Banjarmasin City, South Kalimantan 70122. The research was aimed at fifth grade students who had 28 students divided into 16 male students and 12 female students, in the even semester social studies subject with the theme Environment Our Friends for the 2019/2020 academic year.

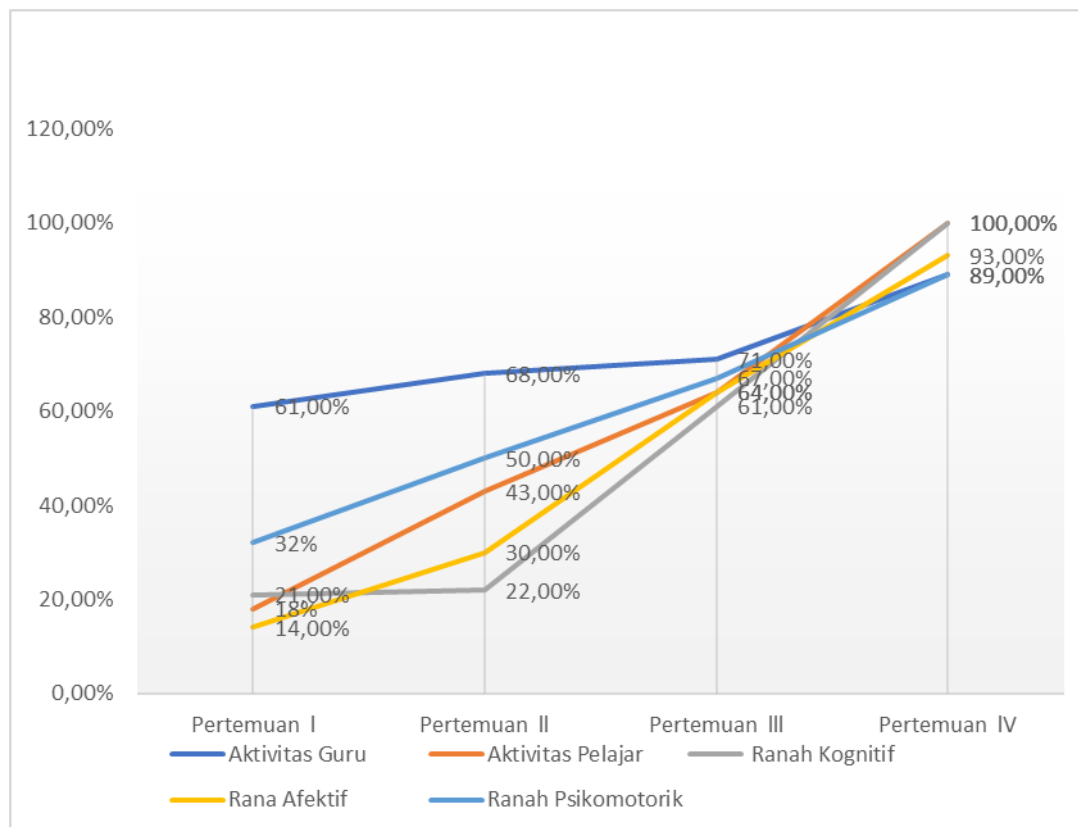
The data sources used are qualitative, namely data in the form of teacher and student activities as well as quantitative data obtained through a learning value measurement technique in the form of a written test for students in class V at SDN Melayu 2 by applying a combination of learning models. Qualitative data is taken from data collected based on numbers through the value of learning outcomes. The type of quantitative data is in the form of learning outcomes data which is carried out at the end of each meeting consisting of cognitive, affective and psychomotor aspects in groups and individually.

Teacher activities are said to be successful if they reach the "Very Good" criteria with a range of 22-28. Student activities are said to be successful if they get the percentage of classical activity that is in the "Very Active" criteria reaching 75%. Individual learning outcomes are said to be successful if they get a score of 70 (KKM), classically those who get a score of 70 reach 80% of the number of students. By using a combination of models that have been chosen by the researchers in learning the social studies content with the theme of Our Friendship Environment in class V.

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RESULTS

Implementation of Class Actions consists of 4 meetings. If meeting 1 is not successful, then meeting 2 will be held and so on.



Graph 1. All Aspects of Trends

This research was carried out using a combination of Problem Solving, Somatic Auditory, Visualization And Intellectually, and Course Review Horray learning models in class V SDN Melayu 2.

Based on observations at meeting 1 to meeting 4 on learning activities using a combination of Problem Solving, Somatic, Auditory, Visualization And Intellectual, and Course Review Horray learning models, it can be concluded that learning activities have increased and managed to achieve very well. criteria. We can also see through the chart below:

Page numbers, headers and footers must not be used.

We can see from the graph that the trend above shows a relationship between teacher activity and student activity. If the teacher's activity is getting better in the implementation of learning, the student's activity is increasing. This shows a relationship between teacher activities and student activities.

It can also be seen from the trend graph above that there is a relationship between teacher activity and student activity on the cognitive aspects of learning outcomes. If the teacher's activities are getting better in the implementation of learning, the learning value of students' cognitive aspects will increase.

Likewise, if student activities are more active in participating in learning, the learning value of students' cognitive aspects will increase. The clearer the application of this combination model can increase the learning value of students' cognitive aspects.

We also note that the trend graph above shows the relationship between teacher activity, student activity and student affective learning scores. If the teacher's activities are getting better in the implementation of learning, the learning value of students' affective aspects will increase.

Likewise, if student activities are more active in participating in learning. Likewise, if student activities are more active in participating in learning, the learning value of the affective aspects of students will increase. It is increasingly clear that the application of using a combination of models used by researchers is able to increase the learning value of students' affective aspects.

Likewise, if student activities are more active in participating in learning, the learning outcomes of students' psychomotor aspects will increase. It is increasingly clear that the application of using a combination of models used by researchers can increase the learning value of students' psychomotor aspects.

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DISCUSSION

According to Mulyasa (2009: 5) Teachers are the initial component in building an education, especially it can be carried out officially in schools. In addition, the teacher also determines the achievement of students, mainly by conducting a lesson and also the teacher is a series that greatly influences the creation of a method and also quality learning outcomes.

Then consider the teacher in planning a lesson, namely considering the selection of learning models to suit the objectives to be achieved in the learning. Based on the statement of Joyce & Weil, the learning model is a process or form that can be used to form a curriculum by shaping the materials to be taught and also directing learning in the classroom (Rusman, 2014).

The success mentioned above cannot be separated from the ability of teachers to determine and apply a combination of learning models in social studies content. This is also in line with (Susanto, 2013) statement that teaching methods must be prepared in carrying out learning so that learning can run perfectly, and be able to achieve an expected result. Teaching is also required to use the right method so that it can be said to be successful. The right teacher to choose and use the right method in carrying out learning.

In the Problem Solving learning model, the teacher is required to complex a group learning that requires students to explore higher-order thinking skills. This model according to (Shoimin, 2016) can also increase participation in making decisions and provide enthusiasm to be active, take initiative and be creative, increase learning to work together and communicate with both teachers and friends.

Then the SAVI learning model was chosen to be the second combination. In this model the teacher is required to use all of the students' senses when studying so that the five senses possessed by students can influence a learning process and emotions also affect the natural learning process (Rusman, 2014)

The combination of the last learning model is the Course Review Horray learning model, the teacher is required to encourage students to create a more pleasant atmosphere so that students are enthusiastic and not bored when studying and learning seems more engaged and hopefully understood.

In learning activities, students are not passive objects who only receive the knowledge conveyed by the teacher. Students are also subjects who can actively engage with information discovery as well as organization. This is in line with the statement from (Suriansyah, 2014), "Learning is a way for the learner to be active in building his knowledge, not in a passive way that only receives knowledge from the teacher".

Learning outcomes will be achieved optimally if students do not easily forget the lesson itself. To create an understanding that is not easily forgotten, the teacher must carry out learning by means of repeated explanations. This is reinforced by the opinion of (Slameto, 2010) where when the teacher explains the lesson, it should be repeated. because students are not easy to remember, then the explanation must be repeated this helps students and will also be able to make students understand and remember clearly. By repeating the lesson, learning outcomes will increase. The increase and decrease in the value of the test results are also influenced by factors such as internal and external factors. (Dimiyati & Mudjiono, 2013) states that internal factors are factors that are internalized and experienced by students that affect student learning outcomes, while external factors such as facilities, infrastructure and teachers as well as the school and community environment also influence learning outcomes.

CONCLUSIONS

Based on the results of the CAR carried out on fifth grade students at SDN Melayu 2, using a combination of Problem Solving, Somatic, Auditory, Visualizatoan And Intellectually and Course Review Horay models, it can be concluded as follows: The teacher's activities in teaching learning on the theme of Our Friendly Environment for Social Studies lessons in class V at SDN Melayu 2 have been carried out as expected and get the "very good" criteria. Student activity while participating in social studies learning for fifth grade students at SDN Melayu 2 has increased in each cycle carried out and reached the "very active" category. There is also an increase in learning outcomes on the theme of our Friend Environment. Social studies lessons for fifth grade students at SDN Melayu 2 have achieved a predetermined level of completeness, either classically or in groups. For teachers, the results of this research are good to be used as a reference in compiling social studies learning patterns. And also as input in the selection and use of varied learning models in order to create a learning activity that can increase interaction and involvement as well as interest and learning outcomes of students in the class in participating in learning.

For the Principal, the results of the research that has been carried out at SDN Melayu 2 can also be used as a contribution of thought to add information for consideration in providing guidance to educators at the school in terms of planning and implementing a teaching and learning model that will be able to improve activity achievements and outcomes. student learning and the quality of school education.

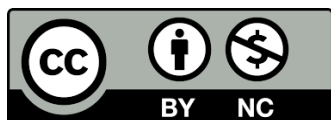
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