

Improving Social Studies Learning Outcomes On Cultural Diversity Materials In Indonesia Through IV Grade Demonstration Methods In Elementary School Students

Dita Prihatna Wati¹, Arum Fatayan^{2*}, Rusly Astuti³

^{1,2,3} Program Sudi Pendidikan Guru Sekolah Dasar, Universitas Muhammadiyah PROF.DR.HAMKA

Email : dita_prihatna@uhamka.ac.id¹, arum_fatayan@uhamka.ac.id², astutirusly19@gmail.com³

Abstrak

Penelitian tindakan kelas ini bertujuan untuk meningkatkan hasil belajar IPS pada materi keanekaragaman budaya di Indonesia dengan menggunakan metode Demonstrasi. Penelitian ini juga bertujuan untuk mengetahui peningkatan aktivitas siswa, dan peningkatan pengelolaan pembelajaran oleh guru. Subjek penelitian tindakan kelas ini adalah 32 siswa kelas 4. Penelitian ini menggunakan Kemmis dan Mc. model. Taggart. Penelitian ini dilakukan dalam dua siklus, yaitu siklus I dan siklus II. , setiap siklus terdiri dari tahap perencanaan, pelaksanaan, observasi dan refleksi. Masing – masing siklus terdiri dari tiga kali pertemuan. Teknik pengumpulan data dilakukan melalui tes, observasi dan dokumentasi. Hasil penelitian menunjukkan bahwa metode demonstrasi dapat meningkatkan hasil belajar siswa, meningkatkan keaktifan siswa dan meningkatkan pengelolaan pembelajaran oleh guru. Ketuntasan hasil belajar ditunjukkan dengan meningkatnya hasil belajar siswa menurut standar KKM (Kriteria Ketuntasan Minimal) yaitu 70. Terdapat 47% yaitu 15 orang sesuai standar KKM sehingga masih dalam kriteria kurang baik. Pada siklus I meningkat menjadi 75% yaitu 24 orang menjadi kriteria cukup baik dan pada siklus II mencapai 94% yaitu 30 orang sehingga mencapai kriteria baik. Dengan demikian dapat disimpulkan bahwa metode demonstrasi dapat meningkatkan hasil belajar siswa pada mata pelajaran Keanekaragaman Budaya di Indonesia dari siklus I ke siklus II.

Kata kunci: *Penelitian Tindakan Kelas, Keanekaragaman Budaya, Metode Demonstrasi*

Abstract

This classroom action research aims to improve social studies learning outcomes on cultural diversity material in Indonesia using the Demonstration method. This study also aims to determine the increase in student activity, and the increase in the management of learning by the teacher. The subjects of the action research were 32 grade 4 students. This study uses the Kemmis and Mc. model. Taggart. This research was conducted in two cycles, namely cycle I and cycle II. , each cycle consists of planning, implementation, observation and reflection stages. Each - each cycle consists of three meetings. Data collection techniques are carried out through tests, observation and documentation. The results showed that the demonstration method can improve student learning outcomes, increase student activity and improve the management of learning by the teacher. The completeness of learning outcomes is shown by the increased learning outcomes of students according to the KKM standard (Minimum Completeness Criteria), namely 70. There are 47%, namely 15 people according to KKM standards so that they are still in the unfavorable criteria. In cycle I it increased to 75%, namely 24 people became criteria quite good and in cycle II it reached 94%, namely 30 people so that it reached good criteria. Thus it can be concluded that the demonstration method can improve student learning outcomes in the subject of Cultural Diversity in Indonesia from cycle I to cycle II.

Keywords: Classroom Action Research, Cultural Diversity, Demonstration Method

INTRODUKTION

Education in Indonesia has a goal that is expected to be able to prepare students to become citizens who have a strong and consistent commitment to defending the Unitary State of the Republic of Indonesia. In elementary schools there are social studies lessons with the hope that students will have the ability to recognize the diversity of cultures that exist in Indonesia and the geographical location of the nation. In Indonesia, there is a very diverse cultural diversity that must be preserved (Ghani et al., 2022). The cultural diversity that exists

in Indonesia should be introduced to the nation's next generation, through education in schools, especially elementary schools which are the foundation (FATAYAN et al., 2019).

In order to create active and fun learning activities for elementary school students, educators must use appropriate and effective learning methods. Social studies lessons are considered a difficult science to understand, especially at the elementary school level because in social studies lessons there are many historical relics, PETA and its components, the use of natural resources in economic activities, the diversity of cultures, religions, ethnic groups in Indonesia which are very heterogeneous and plural because there are 33 provinces in Indonesia, and each province has a different culture making social studies difficult to understand (Singh, 2019).

The large number of parts of social studies learning makes it difficult for students to be invited to think about dealing with complex problems to be explained one by one. Elementary school students find it difficult to react because it is so broad and there is a lot of ethnic and cultural diversity in Indonesia as a result many students are confused. unable to understand the concept of social studies learning (Intania & Utama, 2020). A good learning process requires a process of interaction between educators and students. Many factors influence the success of the teaching and learning process including the selection of the right method for students in order to be able to achieve learning objectives, especially social studies learning (Rachmadtullah et al., 2018). tough and has a commitment to maintaining cultural diversity in Indonesia as part of an attitude of love for the Unitary State of the Republic of Indonesia. In social studies class 4 with material on ethnic and cultural diversity in Indonesia, educators find that many of their students do not pay attention when educators explain and explain material on ethnic and cultural diversity in Indonesia(Astuti et al., 2019). The students looked unenthusiastic, lacked focus, felt bored and did not grow motivation for social studies learning.

Learning outcomes are students' skills after participating in the learning process which includes cognitive, affective, and psychomotor skills. From the description above, it can be concluded that learning outcomes are results given to students in the form of assessments after participating in the learning process by assessing students' knowledge, attitudes, and skills with changes in behavior(Basri, 2017). Social science develops the potential of students to be sensitive to social problems that occur in society and fosters initiative, creativity, intellect, and personal character, social science educators are given on the basis of the premise that humans are social beings who cannot be separated from other human life (Arsyad, 2019).

In the curriculum of social science subjects, teaching materials and materials try to integrate by displaying everyday problems which include: relations between humans, relations between humans and their environment, relations with institutions, between groups and between nations, for that is social science as a science. which is indispensable as a forum for the advancement of social science, social science or social studies is able to carry out conceptions for the practical interests of a new life that is in accordance with the times (Jauhar, 2017). Thus the purpose of social studies learning in elementary schools is education to equip students with useful social knowledge, social skills, and intellectuals in fostering social attention and concern as Human Resources (HR) who are responsible for realizing national and international goals.

In the Big Indonesian Dictionary, character is defined as character; psychological characteristics, morals or manners that distinguish one person from another; character, while the word character is translated as having character; have personality; character. In the psychology dictionary it is stated that character is personality in terms of ethical or moral starting points, for example one's honesty; usually associated with relatively fixed properties.(Jalil, 2012)

In Dutch it is called *cultuur*. Both of these languages are taken from the Latin *colere* which means to cultivate, work, fertilize and develop the land. Thus culture or *cultuur* is defined as all human activities to process and change nature. There are also those who argue that the word culture comes from cultivation which means the power of the mind, namely in the form of creativity, intention, and taste, in (Nurdien Harry Kistanto: 2017) Culture or Civilization. is the complex unit which includes knowledge, belief, art, morals, law, custom, and many other capabilities and habits acquired by man as a member of society.(Kistanto, 2017)

METHOD

The data collection technique used in the research is as follows: Non-test is an assessment technique to obtain an overview, especially regarding the characteristics, attitudes, or personality of students. So far, non-test techniques are less used than test techniques. In the learning process, in general, research activities prioritize test techniques (Khasinah, 2013). This is due to the greater role of aspects of knowledge and skills in decision making by educators when determining the achievement of student learning outcomes. Types of non-test techniques that are usually given by educators include: observation, interviews, documentation and field notes.

Quantitative data were analyzed in the form of descriptive statistics to determine percentages and average values. Presentation of the results of the analysis is made in the form of a graph or distribution table. All the data that has been collected is the learning outcomes of students in grade IV elementary school from the end of cycles 1 and 2. According to (Robbin Mc Taggart and Stephen Kemmis, Australia: Dekin University, LSD) states that assessment methods that can be used in monitoring research include: anecdotal notes, field notes, questionnaires, interviews, sociometry, photo slides and student ability tests. Based on this, the authors collect data using tests, interviews, observations, photos in research with the aim of obtaining accurate and reliable data in real terms so as to make it easier for researchers to produce and reflect on valid and reliable research data.

Analysis of the data in this study through: data, data exposure and inference from the results of the analysis. To calculate the percentage of student learning, the researcher uses the benchmark "The total achievement score is divided by the maximum score multiplied by 100".

$$NA = \frac{\text{Jumlah skor perolehan}}{\text{skor maksimal}} \times 100$$

If the first action is not successful, then it will be continued to the second action, and so on, until the increase in student learning outcomes through the demonstration method achieves the results targeted by the researcher in accordance with the expected intervention results.

RESULTS AND DISCUSSION

Section After evaluating the process and learning outcomes for 2 cycles, data was obtained during the teaching and learning process. The next activity that will be carried out by researchers is tidying up the data that has been collected and followed by data analysis. Data analysis includes the learning process and analysis of learning outcomes for 2 cycles. From the two cycles that have been carried out by researchers, it was found that there was an increase in both the process and the assessment of worksheets, although the increase in each student varied greatly. According to Sumiharto (2007: 22) demonstration is the presentation of lessons by demonstrating a process that can be carried out by students or educators and is more concrete so that students are expected to understand more easily.

Therefore, more effective learning uses the application of the demonstration method, where the learning activities carried out by educators are not only educational activities, but a set of activities that enable students to be active in them.

The improvement that must be given is that students are expected to be more thorough in analyzing questions and media supplies must be sufficient.

1. Cycle I

From the results of the analysis of the data obtained in the pre-cycle, it can be concluded that there are differences in student learning outcomes before and after being given action in the first cycle. Before it was given, there were only 15 students or 47% whose scores were above the KKM, but after the action was held in the first cycle, it changed to 24 students or 75% whose scores were above the KKM.

Looking at the evaluation results obtained in pre-cycle and cycle I, it can be seen that there was an increase in student scores even though these changes had not reached the target desired by the researcher. In accordance with the action plan, the research was continued in the second cycle.

2. Cycle II

From the analysis of the data obtained from cycle I, there were 15 students or 47% whose grades had reached the KKM and after continuing to cycle II there was a change in the number of students whose grades

were above the KKM, namely 30 students or 94%. This shows that there are very good learning outcomes compared to previous learning outcomes. To find out the results of the process can be seen from the observation sheet / observation. The results of the Pre-cycle test scores, cycle 1 and cycle 2 are in table 4.7

Abbreviations and acronyms
Common abbreviations such as IEEE, SI, MKS, CGS, sc, dc, and rms do not need to be given an explanation of what they stand for. However, an acronym that is not well known or an acronym made by the author needs to be given a description of what it stands for. For example: The MiKiR (Interactive, Collaborative, and Reflective Multimedia) learning model can be used to practice mastery of problem solving skills. Do not use abbreviations or acronyms in the title of the article, unless it is unavoidable.

CONCLUSION

Based on the results of the research and discussion that have been described by the researchers, it can be concluded that social studies learning outcomes on the subject of cultural diversity in Indonesia through the demonstration method for fourth grade elementary school students have increased.

In the first cycle there were 24 students or 75% whose grades were above the KKM. In learning in cycle II, there was an increase of 30 students or 94% whose scores were above the KKM and that meant that there were no students whose scores were below the KKM. From the explanation regarding the learning outcomes of students during the learning process, it can be concluded that there was a significant increase.

In carrying out improvements in social studies subjects with material on cultural diversity in Indonesia in everyday life using the demonstration method, the researcher concludes that:

1. The material conveyed by educators must be clear and detailed
2. Educators must use concrete or real media so that children understand the material to be studied
3. Educators must choose the right learning method in order to improve student learning outcomes

REFERENCES

- Arsyad, M. (2019). Penerapan Metode Inkuiri Dalam Peningkatan Hasil Belajar IPS Pada Pokok Bahasan Kegiatan Ekonomi Penduduk Siswa Kelas V SD Inpres 10/73 Welado Kabupaten Bone. *JIKAP PGSD: Jurnal Ilmiah Ilmu Kependidikan*, 3(2), 91. <https://doi.org/10.26858/jkp.v3i2.9103>
- Astuti, R. W., Waluyo, H. J., & Rohmadi, M. (2019). Character Education Values in Animation Movie of Nussa and Rarra. *Budapest International Research and Critics Institute (BIRCI-Journal) : Humanities and Social Sciences*, 2(4), 215–219. <https://doi.org/10.33258/birci.v2i4.610>
- Basri, H. (2017). Penerapan Model Pembelajaran Role Playing Untuk Meningkatkan Hasil Belajar Bahasa Indonesia Siswa Kelas V Sdn 032 Kualu Kecamatan Tambang. *JURNAL PAJAR (Pendidikan Dan Pengajaran)*, 1(1), 38. <https://doi.org/10.33578/pjr.v1i1.4368>
- FATAYAN, A., HANAFI, I., SARI, E., & GHANI, A. R. A. (2019). The Implementation of School Based Management: School Committee Involvement in Islamic Schools. *International E-Journal of Educational Studies*, 4(7), 106–110. <https://doi.org/10.31458/iejes.608131>
- Ghani, A. R. A., Fatayan, A., Azhar, N. C., & Ayu, S. (2022). *Evaluation of technology-based learning in an Islamic school*. 20(3), 190–195.
- Intania, E. V., & Utama, S. (2020). The role of character education in learning during the COVID-19 pandemic. *Jurnal Penelitian Ilmu Pendidikan*, 13(2), 129–136. <https://doi.org/10.21831/jpipfip.v13i2.32979>
- Jalil, A. (2012). Karakter Pendidikan untuk Membentuk Pendidikan Karakter Abdul Jalil Sekolah Tinggi Agama Islam Negeri Kudus. *Nadwa: Jurnal Pendidikan Islam* *Jurnal Pendidikan Islam*, 6(2), 176.
- Jauhar, S. (2017). Penerapan Model Pembelajaran Problem Solving Dalam Meningkatkan Hasil Belajar IPS Siswa SD. *JIKAP PGSD: Jurnal Ilmiah Ilmu Kependidikan*, 2(1), 141. <https://doi.org/10.26858/jkp.v1i2.5285>
- Khasinah, S. (2013). Classroom Action Research. *Jurnal Pionir*, Volume 1, Nomor 1, 1(2), 33–61.
- Kistanto, N. H. (2017). Tentang Konsep Kebudayaan. *Sabda : Jurnal Kajian Kebudayaan*, 10(2), 1–11. <https://doi.org/10.14710/sabda.v10i2.13248>
- Rachmadtullah, R., Nadiroh, N., Sumantri, M. S., & S, Z. M. (2018). *Development of Interactive Learning Media on Civic Education Subjects in Elementary School*. 251(Acec), 293–296. <https://doi.org/10.2991/acec-18.2018.67>
- Singh, B. (2019). Character education in the 21st century. *Journal of Social Studies (JSS)*, 15(1), 1–12. <https://doi.org/10.21831/jss.v15i1.25226>