Improving Student Learning Outcomes in Social Studies Learning Using Quantum Teaching Model in Elementary School

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Abstract: This research is motivated by teachers who do not prepare lesson plans, are less able to create meaningful experiences for students, rarely provide opportunities for students to name material, do not provide opportunities for students to demonstrate student knowledge, and rarely give acknowledgment of student participation. As a result, the learning outcomes obtained by students were low. The purpose of this study was to describe the increase in student learning outcomes in social studies learning using the quantum teaching model in grade 4 of Bandar Buat Elementary School. The research method used was classroom action research. The results showed that, a) Lesson plan, cycle I was 78.6% with good qualifications and cycle II was 89.3% with very good qualifications, b) the results of the implementation of teacher and student activities, cycle I was 76.6% with good qualifications and cycle II is 87.5% with very good qualifications. c) student learning outcomes, cycle I obtained an average score of 74.4% with sufficient qualifications, and cycle II an average score of 82.7% with good qualifications. Thus, the quantum teaching model can improve student learning outcomes in social studies learning in grade 4 of Bandar Buat Elementary School.

Keywords: Learning Outcomes, Social Studies Learning, and Quantum Teaching Model.

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INTRODUCTION

Social Sciences is one of the subjects to be mopped taught in elementary school. Through the social studies subject, students are directed, guided, and assisted to become democratic, responsible, and peace-loving citizens (Ahmadi, 2010). By studying social studies students can improve their understanding of knowledge, develop values, attitudes, and social skills so that students can socialize with their environment and can solve various social problems in their environment (Trianto, 2012).

An ideal teacher can create educational interactions, in every lesson. By the opinion of Winataputra, et al. (2010) seven characteristics of learning activities that have nuances of educational interaction, namely as follows: (1) formulation of clear (operational) learning objectives to be achieved through learning activities; (2) learning material is discussed systematically in learning activities; (3) the teacher increases student interest and motivation so that each student is actively involved in learning activities; (4) teachers have qualifications and competencies as educators; (5) relevant learning methods to achieve learning objectives; (6) using learning resources in the form of learning media and material sources; and (7) there is an optimal interaction between learning components.

If the characteristics of the learning activities above are achieved, the expected learning outcomes will also be achieved. The expected learning outcomes in social studies learning include three aspects, namely cognitive aspects, affective aspects, and psychomotor aspects because in social studies learning students are required to be able to practice the theories learned in school in their life and expect students to have good attitude skills (Bloom (in Sudjana, 2010).

In connection with social studies learning in elementary schools, it is known that there are still shortcomings and weaknesses of learning carried out by teachers. This weakness was stated by Sumardi (2012) "lies in the aspect of the number of teachers 'understanding of learning strategies, methods and media, and teachers' mental attitudes related to the creation of good and quality learning". The conditions as stated above have the potential to cause the expected learning objectives not to be achieved.

Based on the interview and observation that researcher conducted on October 25, 2019, researcher founds several problems, especially in social studies learning, including: in the learning

design, the teacher did not prepare the lesson plan as expected, namely the lesson plan has not been adjusted to the needs and environment of the student and the lesson plan has not equipped with cognitive, affective, and psychomotor assessment instruments students in measuring/ determining the level of learning success that has been implemented, in its implementation: (1) teachers are not able to foster student interest in learning; (2) teachers are less able to create meaningful experiences and can be understood by all students; (3) teachers rarely give students the opportunity to name the material given; (4) teachers do not provide opportunities for students to demonstrate the knowledge they have acquired; (5) the teacher rarely invites students to repeat the material that has been given; and (6) teachers rarely give acknowledgment of student participation.

Seeing the conditions above, it causes: (1) students are less interested in learning; (2) students feel bored with social studies lessons; (3) many students were sleepy during lessons and chose to frequently leave; (4) students find it difficult to understand the material provided by the teacher, and (5) students are less active in any learning process or learning is not student-centered.

Based on the problems that the researchers described above, teachers need to make innovations in the selection of learning models. The learning model has a very important role in learning because choosing the right model can affect the quality of learning. As stated by Aziz (in Solihatin, 2017) "the accuracy of teachers in choosing learning models and methods will affect the success and learning outcomes of students, because the learning models and methods used by teachers affect the quality of the learning process".

One of the innovative learning models that teachers can use is the quantum teaching model. The choice of this model is in DePorter's opinion (in Wena, 2012) "quantum teaching is a new way to facilitate the learning process, combining artistic elements and directed achievement for all subjects". Then DePorter (2014) also says "quantum learning is a form of innovation from composing a variety of interactions that exist in and around learning moments and focuses on dynamic relationships in the classroom environment so that interactions occur that establish a foundation to learn".

Meanwhile, according to Sugiyanto (2010) "quantum learning is a formulation or assembly of various theories or views of cognitive psychology and neurological/neurolinguistic programming that have previously existed". With the quantum teaching model, it is hoped that the social studies learning situation will be easier to achieve the expected competencies. Its main principle, bring their world into our world and deliver our world to theirs. As well as the learning design framework with the steps to Grow, Experience, Name, Demonstrate, Repeat, and Celebrate the learning process remains student-centered so that students can understand social studies concepts more easily and pleasantly.

METHOD

The type of research that the researcher used is Classroom Action Research. According to Kunandar (2011), Classroom action research can be defined as action research carried out by teachers who are also researchers in their class or together with others by designing, implementing, observing, and reflecting on collaborative and participatory actions aimed at improving or improve the quality of the learning process in the classroom through an action in a cycle. Mills (in Hong & Lawrence, 2011) states that "action research is a process where information is collected to gain insight, developing reflective practices and influencing positive change". This is also explained by Arikunto (2012) "Action research is action research conducted in class to improve/improve the quality of learning practices".

The research flow that the researcher has done consists of four components starting from planning, continuing to implementation then making observations to see the implementation of learning, and ending with reflection. Action research that the researcher carried out used a cycle model developed according to Kemmis and McTaggart (in Kunandar, 2011) that "this cycle model has four components, namely planning, implementing, observing, and reflecting". According to Lewin (in Widayati, 2008) "The concept of Action Research consists of four components, namely planning, acting, observing, and reflecting. The relationship between these four components is seen as a cycle".

Based on the above opinion, the researcher concludes that action research is research carried out starting from planning, implementation, observation, and reflection carried out through cycles to improve the classroom learning process and develop teaching skills.

RESULTS AND DISCUSSION

Planning for the implementation of social studies learning in grade 4 Bandar Buat Elementary School Kota Padang by using the quantum teaching model outlined in the form of a lesson plan. The lesson plan is made by the learning design framework of the quantum teaching model. Learning planning is made collaboratively by the researcher and classroom teacher of Bandar Buat Elementary School Kota Padang. Social studies learning planning using the quantum teaching model consists of initial activities, core activities, and final activities. The result of lesson plan observations in cycle I was 78.6% with good qualifications (B), while in cycle II it was 89.3% with very good qualifications (A). It can be seen that the results of lesson plan observations have increased from cycle I to cycle II.

The implementation of social studies learning using the quantum teaching model can teach students to know and be able to solve problems that occur in everyday life that exist in their lives and their environment and think of the best solutions to solve them. Learning is carried out by the learning design framework of the quantum teaching model, namely: 1) Grow, 2) Experience, 3) Name, 4) Demonstrate, 5) Repeat, and 6) Celebrate. The results of observations of teacher activities and student activities in the first cycle were 76.6% with good qualifications (B), while in the second cycle it was 87.5% with very good qualifications (A). It can be seen that the results of observations of teacher activities and student activities have increased from cycle I to cycle II. The learning outcomes obtained in social studies learning using the quantum teaching model were more improved than before. This can be seen from the student learning outcomes in cycle II which were higher when compared to student learning outcomes in cycle I. Student learning outcomes in cycle I were 74.4% with sufficient qualifications (C), while in cycle II it was 82.7% with very good qualifications (B). It can be seen that student learning outcomes have increased from cycle I to cycle II.

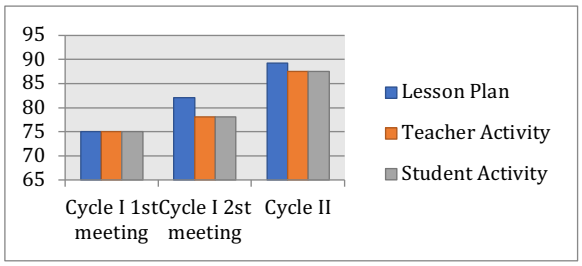

Figure 1. Improved Planning and Implementation of the Quantum Teaching Model for Cycles I and II

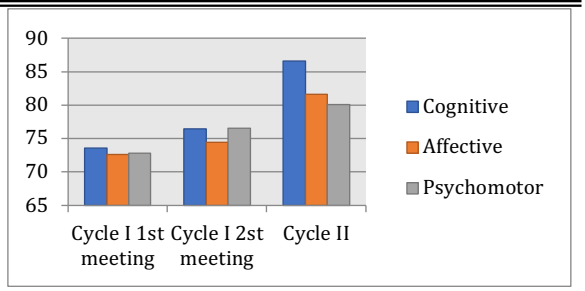

Figure 2. Improving Student Learning Outcomes in Cycle I and Cycle II

From the results of research on the implementation of social studies learning by using the quantum teaching model, the teacher begins to prepare a lesson plan carried out by the teacher which includes class and semester subjects, time allocation, learning objectives, learning materials, learning approaches, learning steps, media and resources, and assessment. This is by the opinion of Kunandar (2011) which states "Learning Implementation Plan is a plan that describes the procedure and organization of learning to achieve a basic competency set out in content standards and described in a complete and systematic syllabus". Taufik and Muhammadi (2012) also explain that the meaning of a lesson plan is a plan that describes the procedure and organization of learning to achieve a basic competency that is described in a complete and systematic syllabus.

Rusman (2012) describes the components of a learning implementation plan consisting of subject identity, competency standards, basic competencies, competency achievement indicators, learning objectives, teaching materials, time allocation, learning methods, learning activities, assessment of learning outcomes, and learning resources.

The Minister of Education and Culture Indonesia (2019) directs the preparation of the lesson plan with the principles of being efficient, effective, and student-oriented. The lesson plan contains learning objectives, learning activities, and assessments. If previously there were 13 components as stated by Rusman (2012), starting in 2019 the preparation of the lesson plan could be easier and streamlined into one sheet.

Based on data analysis on the lesson plan observation sheet in the first cycle, it shows that the average score is 78.6% with good criteria. Furthermore, data analysis on the lesson plan observation sheet in cycle II. This cycle II obtained an average value of 89.3% with very good criteria.

The learning implementation in the cycle I am by what has been planned, which in cycle I learning is presented in 2 meetings. Based on the researcher's discussion with the classroom teacher of Bandar Buat Elementary School Padang, the implementation of learning to improve student learning outcomes in social studies learning with the quantum teaching model has improved.

Susanto (2014) revealed that social studies learning in elementary schools provide basic knowledge and skills as a training medium for students as citizens as early as possible. Because social studies education does not only provide knowledge alone, but it must be oriented towards developing critical thinking skills, attitudes, and basic skills of students based on social life.

Sumaatmadja (2007) suggests that the social studies learning process are based on values that must be nurtured and developed in students. Sapriya, et al. (2009) describe the characteristics of social studies learning that seeks to foster the ability of knowledge, skills, attitudes, and values, as well as student actions as citizens so that learning both material, media, and assessment must be directed at developing these four dimensions.

Based on the results of observations while the researcher carried out the learning, several deficiencies were found as follows: the teacher's preliminary activities have started learning by praying with students, and the teacher has checked the attendance of students but the teacher has not prepared the students' physical and psychological conditions such as tidying the student's desks This is because the teacher forgets to prepare the student's condition before starting learning and also does not pay attention to the importance of preparing classroom conditions before starting the learning process. As a result, students are less prepared and less focused when starting learning. For this reason, the teacher should prepare students' conditions before starting learning because the preparation of student conditions is one of the activities that must be carried out by the teacher in preliminary activities.

The teacher has not conducted questions and answers with students regarding the material that has been studied and also has not explained the material that has not been understood by the students when the students make a summary. This is also due to the lack of teacher preparation before the implementation of this learning. The result can reduce the mastery of subject matter by students which is marked by the number of incomplete student notebooks and as expected. For this reason, the teacher should conduct questions and answers with students and explain the material that students have not understood because this is one of the characteristics of good learning.

Teachers have not motivated students who have not obtained the best scores. This is because teachers do not realize the importance of motivation for students in the learning process. As a result, students are less motivated to be even more active in learning at the next meeting which will certainly affect the success of the implementation of subsequent learning. for that, the teacher should motivate students during the learning process because it can affect the success of the learning process carried out. Efforts to fix the deficiencies above were carried out in cycle II so that in cycle II these deficiencies could be overcome.

Hamalik (2008) states that learning outcomes are behaviors that arise from not knowing to know, new statements appearing, changes in the stages of habits, skills, development of social, emotional, and physical characteristics. Sudjana (2010) states that learning outcomes are abilities that students have after receiving their learning experiences.

Depdiknas (2006) classifies student learning outcomes into three domains, namely the cognitive domain, which includes intelligence, language, and logic, the affective and value domains which include interpersonal and intrapersonal intelligence, and the psychomotor domain which includes kinesthetic, visual-special, intelligence. and musicals.

Trianto (2012) states that the main objective of social studies is to develop students' potential to be sensitive to social problems that occur in society.

Based on the assessment that the researcher had done in learning and at the end of the meeting, then in the first cycle of meeting 1, the student scores were obtained as follows: Student learning outcomes obtained an average of 73.3 with sufficient qualifications. This shows that the learning cycle I meeting 1 has not been as expected so that the learning outcomes of students in social studies learning have not been as expected. For this reason, learning improvements were made in the first cycle of meeting 2, the student learning outcomes obtained an average of 76.4 with good qualifications. Student learning outcomes in the first cycle of meeting 2 showed that learning had

increased from the previous meeting but was still not optimal. For this reason, learning improvements were made in cycle II and the student learning outcomes achieved in social studies learning were by what was expected. In the second cycle, the score obtained, on the learning outcomes, obtained an average of 85 with good qualifications.

CONCLUSION

It is hoped that the teacher should be able to make a lesson plan by the lesson plan components in the social studies learning curriculum so that learning takes place effectively and efficiently. The implementation of social studies learning should be adjusted to the plan that has been prepared and adjusted to the predetermined design framework. Student learning outcomes using the quantum teaching model increased. This shows that the quantum teaching model is suitable for improving student learning outcomes in social studies learning in elementary schools.

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