Implementation of the Example Non Example Model to improve student learning outcomes in integrated thematic learning for class V SDN Tapanuli Selatan Regency

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Abstract. This research became finished because the gaining knowledge of technique remains teacher-focused so college students are much less energetic in studying, and there's nevertheless a loss of use of gaining knowledge of media so college students are less lively in getting to know. This makes students fast bored and much less enthusiastic due to the fact the studying procedure has a tendency to be monotonous and simplest relies on books. The research ambitions to improve the results of included thematic learning via/the usage of the example Non-instance model. This research makes use of classroom action studies with a qualitative and quantitative approach. Implemented in two cycles. The research subjects were 38 students, 24 men and 14 women at an elementary school in South Tapanuli Regency. This research data was obtained from observations and observations. The results of this research show an increase. This can be seen from the average observation results for the first cycle of RPP which was 87.5% (B), increasing in cycle II to 97.5% (SB). This can also be seen in the average results of the teacher aspect of learning in cycle I, which was 79.16% (C), increasing in cycle II to 95.83% (SB). In the student aspect, the average obtained in cycle I was 81.25% (B), increasing in cycle II to 95.83% (SB). In cycle I, the average student learning outcomes were 76.18 (K), increasing in cycle II to 87 (B). based totally on these results, it could be concluded that the use of the example Non-example model can enhance student mastering effects in incorporated thematic studying for college students in class V at SDN Tapanuli Selatan Regency.

Keywords: Example Non Example, Learning outcomes and Integrated thematic

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INTRODUCTION

Education is a very crucial element inside the life of the state and nation. training is a car for enhancing and growing the satisfactory of human assets. The authorities has implemented a national training system that's regulated in regulation of the Republic of Indonesia NO. 20 of 2003 that: countrywide schooling capabilities to expand skills and shape the person and civilization of a dignified nation to be able to make the country's life extra intelligent.

In keeping with law NO. 20 SISDIKNAS 2003 emphasized that one of the goals of country wide education is to develop and be able to make students' capacity independent. this is according with the particular goals inside the 2006 version of the Vocational college curriculum which states that, Vocational faculty pursuits to prepare students to become efficient human beings, able to work independently, to fill activity vacancies within the business and commercial global as mid-degree employees according with their competencies. within the selected program expertise.

Learning outcomes are students' abilities obtained after learning activities (Nugraha et al., 2020). Hasil belajar adalah kemampuan atau kompetensi positif yang dilakukan mahasiswa setelah mengikuti proses pembinaan dan perolehan pengetahuan serta terdiri dari kemampuan kognitif, afektif, dan psikomotorik. (Wulandari & Surjono, 2013). Oponion from (Mustakim, 2020) Learning outcomes are everything achieved by students with a positive assessment that has been determined through the previous educational organization's curriculum.

Winkel in (Purwanto, 2016) believes that learning outcomes are changes that make people change their attitudes and behavior. To produce high levels of student learning, teachers are required to educate and teach using the learning models needed in the classroom learning process. Incompatibility of the learning examples applied can reduce the quality of the learning process itself, so that it will have an impact on the learning outcomes obtained by students.

To produce learning outcomes high students, teachers are required to educate and teach with using a learning model needed in the learning process in class. Incompatibility of learning models applied can reduce quality the learning process itself, so will have an impact on learning outcomes obtained by students. (Sugiyono, 2021) believes that studying will arise is an evaluation action which could display aspects of thinking (cognitive domain) and also can monitor other psychological elements, particularly behavioral factors (affective domain) and ability components (psychomotor domain) which are inherent in every man or woman pupil.

A good learning process is learning that makes students learn and not teachers who learn. Teachers are one of the most important parts in the learning process. The teacher's task is to design a two-way interaction process between students, teachers and learning resources so that learning objectives can be realized (Astuti et al., 2017) (Syofyan et al., 2019). Meanwhile, according to (Nurrita, 2018) Learning outcomes are the results of learning from an individual interacting actively and positively with their environment.

To obtain good learning and fulfill the learning objectives, proper planning and implementation is needed, one of which is using the right learning model. (Risnawati, 2018). Learning can be interpreted as an effort to raise students' enthusiasm for learning so that they can achieve better learning outcomes (Harefa, 2021). Learning can be interpreted as an effort to raise students' enthusiasm for learning so that they can achieve better learning outcomes (Prasetyo, 2016).

In order to meet the needs for developing students' thinking abilities, the deductive hypothesis learning cycle model is the best model to use in order to develop students' critical powers which in turn have an effect on increasing understanding of concepts. Bujuri, when presenting the results of his research, stated that students were able to think critically when faced with problems. Students will understand cause and effect first, then develop steps to solve it. Students' memory is getting stronger and they are able to think strategically and formulate strategies. In this phase, a student-centered learning model can be implemented, either with a cooperative model, an inquiry model, or a constructivist learning model. Choosing and determining a learning method is the same as choosing and setting learning objectives, because the method has strong functional significance and is directed towards the learning objectives. Therefore, the choice of method as a strategy in learning must be based on the consideration that the method can be used as an effective driver for creating educational interactions that can foster active and independent thinking activities for students.

The variety of cooperative learning models is very varied. One of them is the examples non examples type. The choice of this learning method is based on the presupposition that as a group investigation approach, this type of learning is designed to influence students' interaction patterns and activities in building concepts and solving problems together. In its implementation, this method uses examples in the form of pictures or demonstrations of procedures that students must carry out (Lestiawan & Johan, 2018).

According to Paulinus Samuel in (Putri et al., 2021) The Example non Example model is a learning strategy that uses image media in delivering learning material which aims to encourage students to learn to think critically by solving the problems contained in the image examples presented. One of the efforts that can be carried out to improve learning outcomes is to use improve the learning process. The learning process is a series of activities created by a teacher for his students. The learning process is a process planned by a teacher to achieve learning goals.

The steps for implementing the example non example learning method are as follows: 1) the teacher prepares pictures according to the learning objectives; 2) the teacher sticks the picture on the board or displays it via projection media; 3) the teacher forms groups which can consist of 2-3 students; 4) the teacher gives instructions and gives students the opportunity to pay attention and analyze the pictures together in group discussions; 5) students record on paper the concept that has been constructed from the results of image analysis; 6) each group is given the opportunity to present the results of their discussion; 7) the teacher begins to explain the material according to the objectives to be achieved by paying attention to the results of the image analysis that has been carried out by the group; 8) teachers and students conclude the material according to the learning objectives.

(Budiyanto, 2016) states that the example Non example technique is a way that uses photo media in turning in studying material which pursuits to encourage college students to suppose critically with the aid of fixing the troubles contained in the example photos provided. images which are designed are used by college students to research the photo into a quick description of what is contained in the picture. is displayed. using photo media is designed with the purpose that students can examine the photograph and then briefly describe the contents of the image displayed.

Class Action Research (PTK) in Indonesia only became known in the late 80s, although Class Action Research (PTK) actually started in 1946 by an American social psychologist named Kurt Lewin. The core of Lewin's ideas was subsequently developed by other experts such as Stephen Kemmis, Robin MC. Taggart, John Elliot, Dave Ebbutt, and so on. In the field of education, this research can be carried out on a macro or micro scale. On a micro scale, for example, it is carried out in the classroom during a teaching and learning activity for a particular subject in a subject. Classroom Action Research (PTK), namely research carried out by teachers in the class (school) where they teach with an emphasis on perfecting or improving learning processes and practices (Alfaqih et al., 2023).

(Borg, 1988) stated that the main task in Classroom Action Research (PTK) is the development of teacher skills which stems from the need to overcome various actual learning problems in the class or at the school itself, in other words without any special training program. One effort that can be made to improve learning outcomes is to improve the learning process. The learning process is a series of activities created by a teacher for his students. The learning process is a process planned by a teacher to achieve learning objectives.

However, in reality, based on observations made by researchers at the 101107 Aek Libung State Elementary School, which is in South Tapanuli Regency, the dilemmas found during teaching and learning activities take place are: 1) Lack of activeness of students in the learning process, 2) students tend to be more silent even though the teacher has asked the students several questions, 3) Many students also look less enthusiastic because during the lesson the students are seen lying on the table while listening to the teacher explaining the lesson, 4) the students seem bored and sleepy during the process learning is in progress, this can be seen from students carrying out other activities when the teacher explains lesson material such as scribbling in books and occasionally seen students chatting with their classmates.

This happens because several problems can be seen from the teacher's aspect, namely 1) The learning process that takes place tends to go in one direction, 2) The learning process that is carried out is still centered on the teacher, this can be seen when the learning process takes place, teachers still tend to use the lecture method. 3) Lack of use of learning media during the learning process so that the learning process is too monotonous and only relies on books.

Based on the background stated above, the general problem formulation in this research is "How do student learning outcomes improve in integrated thematic learning using the Example Non Example model in class V at SDN South Tapanuli Regency?". The specific problem formulations is, how to plan, implement and improve student learning outcomes in integrated thematic learning using the Example Non Example model for class V SDN Kabupaten Tapanuli Selatan.

In accordance with the problem formulation above, the general aim of this research is to describe the improvement in student learning outcomes using the Example Non Example model in integrated thematic learning in class V at SDN South Tapanuli Regency. Then the specific aim of the research is to describe plans, implementation of learning, and improvement of student learning outcomes using the Example Non Example model.

METHOD

Types of Research

The form of studies in an effort to be used on this research is classroom action research (PTK) with the purpose of improving coaching strategies within the school room in order that student mastering effects can enhance. According to (Arikunto, 2015) The form of research a good way to be used in this research is classroom action research (PTK) with the reason of enhancing

coaching techniques within the classroom in order that pupil studying results can beautify. Meanwhile, according to (Uno, 2011) Classroom Action Research is research carried out by teachers through self-reflection in their classrooms with the aim of improving teacher performance so that the learning process can run well and learning outcomes can improve.

According to Supriyanto in (G et al., 2023) Classroom Action Research is research carried out by teachers through self-reflection in their classrooms with the aim of improving teacher performance so that the learning process can run well and learning outcomes can improve.
In the context of the objectives of this classroom action research, in detail according to (Suwandi, 2015) as follows: 1) enhancing the high-quality of content, enter, processes and outcomes of schooling and studying in colleges. 2) helping instructors and different education employees triumph over studying and academic issues within the school room. three) enhance the attitudes of expert educators and education staff. 4) developing an academic tradition in the faculty surroundings so that a seasoned-lively mindset is created in improving the quality of education and mastering in a sustainable way.

Time and Place of Research

According to (Darmadi, 2011) The research location is the place where the study process used to obtain solutions to research problems takes place. Meanwhile According to (Sujarweni, 2014) The research location is the place where the research was conducted. This research was carried out at SDN 101107 Aek Libung. This research was conducted in two cycles. Cycle I was held in two meetings. Cycle II was held in one meeting.

Research Subject

According to (Arikunto, 2016) The research subject is something that has a very important position in research. The research subject must be arranged before the researcher is ready to collect data. Research Subjects are things that are studied, whether people, objects or institutions (organizations). Meanwhile, according to (Hajar, 1996) research subjects are individuals who take part in research.

According to (Iskandar, 2008) In research, of course there is a subject to be researched, the research subject must be one that can represent what is being researched. Explaining the subject or population, sample, or informant must be explained clearly and specifically in relation to the research context.

The subjects in this research were second semester students of class V at SDN 101107 Aek Libung. With a total of 38 students, consisting of 24 male students and 14 female students. Apart from that, the author is a practitioner (teacher) in class V at SDN 101107 Aek Libung and two observers, namely the class V teacher and a friend. the teacher's colleagues.

Procedure

The procedure for implementing classroom action research (PTK) includes four main activities, namely, planning stage, implementation stage, observation stage and reflection stage. 1) Planning stage, the activities carried out at this stage are making action plans that will be carried out in integrated thematic learning using the Example Non Example model, such as formulating indicators, learning objectives, selecting and determining materials, arranging learning activities, selecting and determining media and learning resources, as well as designing evaluation tools. 2) Implementation stage, the activities carried out at this stage are that the researcher carries out learning activities using the Example Non Example model, and the observer carries out observation activities on the learning activities carried out by the researcher. 3) Observation stage, this activity is carried out by the observer when the researcher carries out integrated thematic learning actions using the Example Non Example learning model in class V. The observer makes observations using observation sheets for teacher and student aspects. 4) Reflection Stage, this activity is carried out at the end of the action and observations have been completed. At this stage, researchers and teachers conduct discussions and reflect on the actions that have been implemented, and the results are used for improvements in the next cycle.

Research instruments or tools are carried out using teacher ability assessment instruments, teacher activity observation sheets, student activity observation sheets and test and non-test details. Tests are tools used to see learning outcomes at the end of each action after completing the learning process using the Example Non Example learning model. Non-tests are used to measure and obtain data about student behavior and skills in Integrated Thematic learning using the Example Non Example model.

Data and Data Sources

According to (Iskandar, 2008) The data and information that are the raw materials for research are primary data and secondary data. The data in this research is in the form of qualitative and quantitative data. Qualitative data in the form of observations from each corrective action in integrated thematic learning using the Example Non Example model for the fifth grade students at SDN South Tapanuli Regency studied. Quantitative data is obtained from student learning outcomes and the extent to which students can understand social problems in their environment.

Data Collection Techniques and Research Instruments

The research data carried out was collected through assessment, observation and test techniques. Research instruments or tools are carried out using IPKG, teacher activity observation sheets, student activity observation sheets and test and non-test details.

According to (Arikunto, 2016) states that data collection methods or techniques are methods that researchers can use to collect data. The data collection techniques used in this research are as follows. In this research, researchers used several data collection methods as follows

1) Observation Method
   Observation in the psychological sense of observation or can said to be an observer, covering activities termination of attention to something objects using all the sense organs. Therefore, the observation method is more precisely used in research related to human behavior, processes work, natural phenomena and of course There were not too many respondents observed the amount. This observation was carried out for see the condition of the students who are the subjects in research and to find out activities that teachers carry out in a Learning Activities.
2) Test
   A test is a series of questions or exercises as well as tools used to measure skills, knowledge, intelligence, abilities or talents possessed by individuals or groups.
3) Documentation
   Documentation is used to provide descriptions of the implementation of learning that has been carried out and to strengthen the data obtained. Documentation in this research was carried out by researchers by taking photos of students and teachers during the learning process.

Analysis in quantitative research according to John W. Creswell in (Siregar, 2021) consists of giving a score to the data and creating a code book, determining the type of score that will be used, selecting a computer program in order to input data into data analysis and cleaning programs. Quantitative data analysis in this research uses the following formula:

$$\text{Score} = \frac{\text{Total Score earned}}{\text{Maximum Scored}} \text{x } 100\%$$

with the criteria, the level of success can be determined as follows: Very Good (SB) = 90 < AB ≤ 100, Good (B) = 80 < B ≤ 90, Fair (C) = 70 < C ≤ 80, and Poor (K) = value ≤ 70.

DISCUSSION

Result and Discussion

Before conducting research, a learning plan (RPP) is first prepared. In preparing this lesson plan, the researcher collaborated with the fifth grade teacher at SDN South Tapanuli Regency. Before the RPP is prepared, researchers and class teachers first analyze the basic competencies developed in teacher books and student books according to the 2013 Curriculum for class V semester II. Researchers are required to master the materials in the lesson based on the competencies in 1 lesson on that sub-theme.

The example non example studying technique is a gaining knowledge of method that makes use of examples, examples may be obtained from instances or photographs that are relevant to basic abilities. the example non example method is a learning approach that makes use of snap shots as a medium to bring lesson cloth. the example non example method is likewise aimed toward coaching students to learn to apprehend and analyze a concept. ideas are generally studied in approaches: remark and definition. instance non instance is a strategy that can be used to educate concept definitions. the stairs for imposing the example non example learning strategy may be finished as follows. 1. The instructor prepares images in keeping with the learning objectives. 2. The instructor sticks the pictures on the board or asks questions via OHP or projector. 3. The trainer forms businesses, every together with 2-three college students. 4. The teacher gives instructions and offers every group the opportunity to take note of and/or examine the photograph. 5. record the outcomes of the dialogue from the image evaluation on paper. 6. deliver every group the opportunity to examine the outcomes in their discussion. 7. based totally on students' feedback or dialogue results, the teacher explains the material in step with the objectives to be done. 8. end.

Cycle I

In cycle I, meeting 1 on planning or RPP, a percentage of 87.5% was obtained with good qualifications (B), in cycle I, meeting 2, a percentage of 95% was obtained with very good qualifications (AB). This shows an increase from meeting 1 to meeting 2. Furthermore, in the implementation of learning cycle I, meeting 1, the teacher aspect obtained a score percentage of 79.16% with sufficient qualifications (C), and for the student aspect, the score percentage obtained was 81.25% with good qualifications (B). Meanwhile, in cycle I, meeting 2, the teacher aspect obtained a score percentage of 85.41% with good qualifications (B) and in the student aspect the score percentage obtained was 89.58% with good qualifications (B).

Student learning results in cycle I meeting 1 showed that students did not understand the material being taught, this can be seen from the average score obtained by students in the knowledge and skills aspect, namely 76.18 with sufficient qualifications (C), while in cycle I meeting 2 obtained an average of 78.50 with sufficient qualifications (C). The score obtained was still not as expected, therefore the researchers continued to the next cycle.

Cycle II

In cycle II, planning or RPP increased compared to cycle I. This can be seen from the percentage of RPP observation scores in cycle II, namely 97.5% with very good qualifications (AB). Furthermore, the implementation of learning in cycle II in the teacher aspect obtained a score percentage of 95.83% with very good qualifications (AB) and in the student aspect a score percentage obtained 95.83% with very good qualifications (AB). This shows that the implementation of cycle II learning has improved from the previous cycle.

Student learning outcomes in cycle II have increased, in the knowledge and skills aspect in cycle II, the average student learning outcome was 87 with good qualifications (B). Thus, from the results obtained in cycle II it has been implemented well and the researcher concludes that improving student learning outcomes in integrated thematic learning using the Example Non Example model has been very successful.

The increase in student learning outcomes using the Example Non Example model can be seen in the graph below:

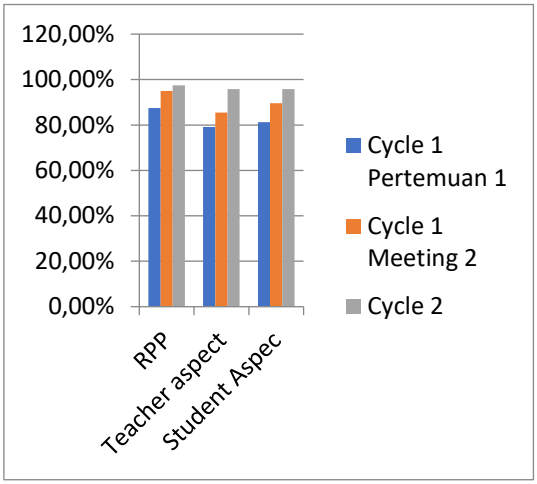

Figure. Recapitulation Cycle 1 and Cycle 2

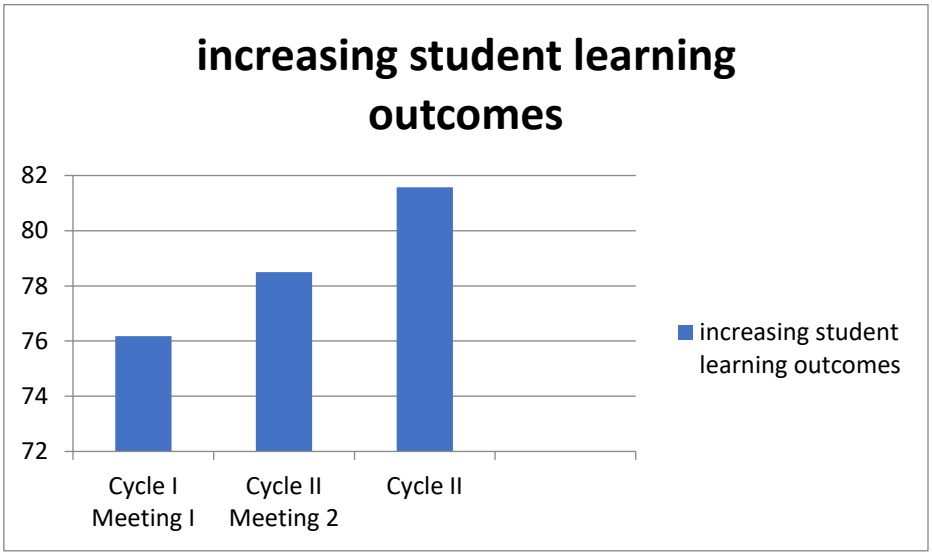

Figure 2. Increasing Student Learning Outcomes

CONCLUSION

Based on the research results and the researcher's discussion, it can be concluded that the results of the RPP research in cycle I, meeting 1, were an average of 87.5% with good criteria (B). Furthermore, in cycle I, meeting 2 with an average of 95% with very good (AB) criteria. It increased further in cycle II, namely, 97.5% with very good (AB) criteria. Implementation of learning in cycle I teacher activities was 79.16% (C) increasing in cycle II to 95.83% (AB). Implementation of learning in cycle I student activities was 81.25% (B) increasing in cycle II to 95.83% (AB). Student learning outcomes in cycle I obtained an average of 76.18 (C) and increasingly increased in cycle II, namely 87 (B). Thus, the Example Non Example model can improve student learning outcomes in integrated thematic learning in class V at SDN South Tapanuli Regency.

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