ICCCM-JOURNAL OF SOCIAL SCIENCES AND HUMANITIES
2023; 2(5): 28-31
Published online MM DD 2023 (https://icccmjssh.com/)
https://doi.org/10.11648//icccmjssh.v2i5.5.2023
e-ISSN 2811-4469

Example Non-Example Model Assisted by Panca in Improving Understanding of Concepts in Class III at Public Elementary School 03 Terban

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To Cite This Article: https://doi.org/10.53797/icccmjssh.v2i5.5.2023

Received 20 September 2023, Revised 4 October 2023, Accepted 18 October 2023, Available online 20 October 2023

Abstract: This study aims to improve teachers' teaching skills, student learning activities, and conceptual understanding of class III students at Public Elementary School No. 03 Terban, for the 2022/2023 academic year in solving concept comprehension questions in the thematic subjects of Indonesian language and civics content. This research is a Classroom Action Research (CAR), carried out in two cycles, namely cycle 1 with 2 meetings and cycle 2 with 2 meetings. Each cycle has four stages: planning, implementing, observing, and reflecting. The results showed: 1) student completeness in cycle 1 was 74.04% with an average score of 77.00, and in cycle 2, it was 96.00% with an average score of 80.00, 2) student learning activity scores in cycle 1 by 94% and in cycle 2 by 95%. From the above data, it is clear that in cycle 1 and cycle 2, the indicators of success were achieved.

Keywords: Example, non-example, five media, understanding concepts

1. Introduction

Monotonous and uninteresting learning can make students quickly bored during the learning process, resulting in a lack of students' conceptual understanding of the content being taught (Wang, 2019). Choosing an appropriate method also helps students' mastery of the material to be improved (Sarniah et al., 2019). Delivery of material using all methods and strategies is very important for students. The basis for researchers to conduct classroom action research. Due to few models and methods, Pancasila and civic education (PPKn) and Indonesian language learning in elementary schools could be more optimal. It is proven by pre-cycle observations in class III that data was obtained showing a need for more understanding of concepts in thematic lessons, especially PPKn content and Indonesian language theme 8 sub-theme 4. Students who did not complete the PPKn thematic and Indonesian language theme 8 subjects sub-theme 4 was 70.0%. A learning process that does not use models and methods also makes learning monotonous, so teacher skills and student activities are less than optimal. It shows a low understanding of class III concepts in PPKn content and Indonesian language theme 8 subtheme 4. Therefore, in this research, the researcher chose to use the example non-example model with the help of Panca (Papan Ceria) media as a method to increase understanding of concepts and learning activities for class III students at Public Elementary School No. 03 Terban in the thematic subjects Indonesian language and civics. This research aims to improve the conceptual understanding of class III students at Public Elementary School No. 03 Terban in the 2022/2023 academic year by solving questions related to conceptual understanding in the thematic subjects Indonesian language and civics.

2. Literature Review

One component of education created to improve the state of education in Indonesia is learning methods. The use of media and instructional techniques is just one of many factors that affect the quality of education (Ramdhona, 2020; Kurniawan, 2013). The planned learning objectives and the development of students' academic and nonacademic abilities are determined by the accuracy with which learning methods are chosen throughout the teaching and learning process (Sari et al., 2021). This leads to improved conceptual understanding and increased student creativity in the learning process

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(Jumiati & Martini, 2021). Students' prior knowledge and comprehension will foster their creativity during the learning process, enabling them to better comprehend subjects.

According to Ahmad (2016), the goal of the active learning approach is to help students reach their full potential in the subjects they are learning. It is the students who take charge of the learning activities when they learn actively, not the teacher.

The use of example and non-example methods is one learning paradigm that is anticipated to provide learning outcomes. Active learning models based on group learning comprise both example and non-example learning models (Sumarni & Bayu, 2022). According to Habibah (2017), example and non-example models have the following benefits: Learning is more engaging because pictures can help kids pay attention to what is being taught and learned, 2) students learn content more quickly because teachers show pictures of it, 3) students' reasoning or critical thinking skills are enhanced because teachers analyze existing images, and 4) students work better together because they have the chance to discuss analyzing existing images and 5) because students get instruction immediately, learning is more spectacular. Examine the images that the instructor has created.

3. Methodology

This research is structured based on the research topic, especially the question being researched. The subject of this study is class III stunt actors at Public Elementary School No. 03 Terban, for the 2022/2023 academic year, totaling 27 stunt doubles with the talents of 12 young women and 15 young men. Strategies for gathering information through experimental and non-experimental procedures. The test method uses repetition at the end of cycle I and at the end of cycle II. In contrast, the non-test method combines commenting on primary practice questions commenting on memorization, and educators and teachers using surveys to assess student responses to learning. The level of achievement in this area still needs to be fully resolved by comparing the average daily grades of students in the class with the minimum completeness criteria (KKM). Signs of progress from these core business studies include: a) achieving a baseline of 75 with a score range of 0 to 100 for most students to some extent, and b) expanding linear movements during progress assessed with a performance score of at least 79%. This assessment has four steps in each cycle: plan, act, inform and reflect.

4. Results

4.1 Cycle 1 Research Results

The Action Planning stages include several steps: a) the preliminary activity stage, b) core activity stage, where students are grouped into 4 or 5 members to carry out actions, and c) the closing stage. In the action implementation phase, the action process uses a contextual learning approach in large groups, each consisting of 4 or 5 students. This approach is implemented in learning materials related to cardinal directions and Pancasila. Evaluation of student learning outcomes shows variability. From the value analysis, the highest score obtained was 90, while the lowest was 60. This result indicates that achievement has yet to reach maximum expectations. Furthermore, based on independent evaluation, the results achieved had an average value of 77 with a completion rate of 74.07%. It shows that although learning outcomes are in line with expectations, they still have the potential to be improved.

In terms of reflection, analysis of teacher observations, student observations, and student learning outcomes indicates that success indicators have yet to reach the expected level at the first cycle stage. Therefore, corrective steps are needed in cycle II to improve student learning outcomes.

4.2 Cycle 2 Research Results

The action planning stage includes several steps: a) introductory activities: this initial stage begins with a series of activities to prepare and introduce the topic to be explored. This process helps set the context and purpose of the action, b) core activities with student group divisions: the next step is to divide students into groups of 4 or 5 people. In these groups, students will engage in core activities that involve in-depth exploration of specific material or concepts, c) closing activities: in the end, the action ends with a closing activity which aims to summarize what has been learned, clarify concepts that may still be unclear, and evaluate the achievement of the goals that have been set. This closing stage provides an opportunity for students to conclude their learning experience.

Implementing this action involves using a contextual learning approach in large groups of 4 or 5 students. This learning focuses on material regarding cardinal directions and Pancasila values. Learning outcomes: through analysis of the scores obtained, it can be observed that there are variations in scores, with the highest score reaching 90 and the lowest score being 70. Independent evaluation of the results also produces relevant data, indicating an average score of around 80, with a level of completion reaching 96.00%. It indicates that the learning outcomes are by the expectations set. The results of reflection are revealed in the analysis of teacher observations, student observations, and student learning outcomes. At the cycle II stage, the success indicators have been achieved optimally. Details regarding understanding of concepts in cycle 1 and cycle 2 are listed in Table 1.

Table 1 - Concept understanding values for cycle 1 and cycle 2.

Description	Cycle 1	Cycle 1
Number of values	2079	2160
Average	77,00	80
Complete presentation	574,07%	96,00%
Highest score	90	90

5. Discussion

The results of observations during the implementation of cycle II revealed significant improvements in students' understanding of concepts. Based on the analysis of the results of the concept understanding assessment in the second cycle, there was an increase from the highest score of 90 to the lowest score of 70. Through independent evaluation, the results reflect an average score of 80, with a completion level reaching 96.00%. It indicates that the achievement of learning outcomes is in line with expectations. Learning activities also received a very good rating, reaching 96%. Using appropriate models and media can improve students' understanding of concepts (Tiwow et al., 2021; Aji & Sary, 2018). It also aligns with research conducted by Harmika et al. (2023). Likewise, research conducted by Ardiyanti et al. (2021) shows that learning models can improve student learning outcomes. From the results of the research that has been described, it can be concluded that the application of the example non-example model supported by Panca media (Papan Ceria) has succeeded in having a positive impact in increasing students' understanding of concepts and also increasing the intensity of their involvement in the learning process.

6. Conclusion

Based on the analysis and research findings, the following conclusions can be drawn: the example non-example model, with the support of Panca media, can effectively increase the learning activity level of class III students at Public Elementary School No. 03 Terban. This research shows that the application of this model has a positive impact in encouraging students' active participation during the learning process and implementing the example non example model using Panca media has also successfully increased the conceptual understanding of class III students at Public Elementary School No. 03 Terban.

The research results show that using this method helps students to better understand learning concepts in a more varied and clear way. Several suggestions can be taken to improve the quality of learning: class teachers are expected to continue developing their abilities in designing learning materials, delivering materials using innovative methods, and managing the class well. This increase in ability will impact improving the quality of learning produced, and for students, it is important to always maintain focus and concentration during the learning process. By attending lessons attentively, student learning outcomes can be more optimal, and an understanding learning concepts can be better formed.

Acknowledgement

The authors would like to thank the fellow authors and organizations whose intellectual properties were utilized for this study.

Conflict of Interest

The author declare no conflict of interest.

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