

Implementation of Prombing Prompting Learning Model to Improve Student Learning Outcomes in Class III SD Negeri Gunong Kleng

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Article Info

Page : 24-27

ISSN : 3026-5290

Vol 1 No 1 2023

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Abstract

This study aims to determine whether there is an increase in learning outcomes by using the Prombing Prompting learning model in class III SD Negeri Gunong Kleng, Meurebo District, West Aceh Regency. This type of research is classroom action research (CAR). The subjects in this study were all 25 grade III students, consisting of 12 boys and 13 girls. Data collection techniques used are observation and tests. Based on research results from the implementation of the prompting prompting learning model. on the results of pre-action students obtain mastery learning outcomes, namely 6 students or 24% where the average is 55.6. In the first cycle of students who obtained mastery learning outcomes increased to 11 students or 44% with an average value of 65.6. Furthermore, in the second cycle of students obtaining mastery learning outcomes increased to 22 students or 88% with an average of 81.2. Thus it can be concluded that there is an increase in the Application of the Prombing Prompting Learning Model to Improve Student Learning Outcomes in Grade III SD Negeri Gunong Kleng, Meurebo District, West Aceh Regency.

Keyword:

Learning Outcomes, Prombing Prompting Learning Model

1. INTRODUCTION

Education is a process of intentional activity on student input to produce a desired result according to the intended purpose (Purwanto, 2016: 18). Meanwhile, according to Hamalik (2015: 3), education is a process in order to influence students so that they are able to adapt as well as possible to the environment, and thus will cause changes in themselves that enable them to function closely in people's lives. The function of education is to prepare students. "Preparing" means that students are essentially not ready, but need to be prepared and are preparing themselves. This refers to the process that takes place before the learner is ready to plunge into the real life scene. The purpose of education is to hone taste, intention and work. The achievement of these educational goals has faced challenges throughout the ages because one of them is cultural differences. (Ibrahim, 2013: 131). Education can be interpreted as a process of maturing students, both in terms of thinking and acting, so that the formation of the personality, skills and intellectual development of students can develop as well as possible. (Atika Sukma Yanti, Musyaffa, 2020: 5). Based on the results of observations and information obtained by researchers, the learning outcomes of students at SD Negeri Gunong Kleng still tend to be low, this is evident from the results of daily tests of 25 students, while the KKM score is 70. Therefore the teacher must make the teaching and learning process interesting so that can make students pay attention to the teacher's explanation while carrying out the teaching and learning process. One way is to apply learning models such as the prompting prompting learning model as an effort to improve student learning outcomes, especially in thematic subjects. This learning model is very useful in conveying learning material, because the learning model is a plan or pattern that is used in compiling the curriculum, organizing subject matter, and giving instructions to classroom teachers in prison settings or other settings (according to Dahlan in Sutikno, 201:57) .

As for one of the efforts to improve student learning outcomes is conducive learning that can require students to be active and creative. A learning atmosphere like this will provide hope for achieving maximum student learning outcomes, in the sense of achieving a number of abilities and process skills. Khausar (2014: 73). *Prompt probing* is learning by the way the teacher presents a series of questions. The question and answer process in this learning model is carried out by appointing students randomly so that each student inevitably has to participate actively, students cannot avoid the learning process, every time they are

involved in the question and answer process (Elvandari Supardi, 2016: 152). Based on his problem, there are many ways to overcome the various kinds of learning problems above, either by model or by using learning media and one of the learning models that can be applied to increase student focus while studying, make students become active, and improve student learning outcomes is by using the prompting prompting model. *Prompt probing* Learning is learning by the way the teacher presents a series of questions. The question and answer process in this learning model is carried out by appointing students randomly so that each student, willing or not, must participate actively, students cannot avoid the learning process, every time they are involved in the question and answer process (Elvandari Supardi, 2016.152). Based on the background of the problems above, the researcher is interested in conducting this research with the title "The Application of the Prompting Prompting Learning Model to Improve Student Learning Outcomes in Grade III SD Negeri Gunong Kleng".

2. RESEARCH METHODOLOGY

The type of approach used in this research is classroom action research (CAR), which is an attempt to examine the learning activities of a group of students by providing a class action to improve learning. Improvements are carried out in stages and continuously while research activities are carried out (Azizah, 2021: 48). PTK is carried out in the form of a repeating cycle in which there are four main stages of activity namely Planning, Action, Observation, and Reflection. The choice of this strategy is considered appropriate because the problems raised in this study are The problem that occurs in class III SD Negeri Gunong Kleng is that student learning outcomes are still low. In the process of action taken in this study, efforts were made so that the problems that occurred could be handled, as well as to improve student learning outcomes in learning.

3. RESULT AND DISCUSSION

Pre Action

Shows that students who achieve completeness learning outcomes there are 6 people or 24%, while students who do not achieve completeness learning outcomes as many as 19 people or 76%. From the results of the pre-cycle it was concluded that student learning outcomes were still lacking. The learning outcomes of third grade students at SD Negeri Gunong Kleng, Meurebo District, West Aceh Regency are still low, conditions like this indicate that the approach to learning applied by the teacher is not properly applied. If it is continued, it will cause failure in the learning process. Learning is not appropriate because it tends not to connect with the needs of students in everyday life. So that students become less enthusiastic in participating in the learning process, especially in thematic learning. Based on the results of the pre-action that has been carried out, therefore to improve the teaching and learning process it is necessary to apply a learning model that can improve student learning outcomes, namely by applying the Prompting Prompting learning model in improving student learning outcomes. then the researcher took further action by carrying out cycle I.

Cycle I

Planning

At this stage what will be done is to plan actions in the form of preparing learning scenarios on the theme of objects around me using models *Prompting probing*.

- The preparations made for this classroom action research process were identifying competency standards and indicators to be achieved.
- Compile RPP based on predetermined competency standards.
- Arrange tests to see the completeness of student learning outcomes. The test is arranged in the form of a choice with a total of 10 questions.
- Preparing the learning process by applying the Prompting Prompting learning model.
- Compile and prepare student and teacher observation sheets.
- Prepare evaluation questions/tests

Implementation

The implementation of the action is carried out for 2 x 35 minutes (1x meeting), adjusted to the action settings that have been determined in the attached lesson plan (RPP). Which has been adapted to the model *Prompting probing*. Implementation of this action is carried out with the following steps:

- Initial activity (10 minutes)

- a) Class begins and begins with greetings, asking how and checking student attendance.
 - b) Then continued with a prayer led by one student.
 - c) Provide input to students and remind students to always prioritize good behavior and discipline.
2. Core Activities (50 minutes)
- a) At the beginning of learning the teacher (researcher) informs students of the learning theme that will be delivered.
 - b) The teacher (researcher) gives a series of questions to students which can demand students and can explore students' knowledge so that a thinking process can occur that links students' knowledge and experiences with the new knowledge they are learning in order to improve student learning outcomes in participating in learning and reduce levels of boredom of students when following the teaching and learning process takes place.
 - c) Provide opportunities for students to ask questions and convey knowledge.
 - d) Furthermore, the teacher gives assignments in the form of tests to find out students' knowledge after following the learning process.
3. Closing (10 minutes)
- a) Summarize the learning that has taken place.
 - b) Students are given the opportunity to speak/ask questions and add information from other students.
 - c) The teacher closes by greeting and reading the closing prayer led by one of the students.

Based on the table above, it shows that there was an increase from the stage before the improvement was carried out in the first cycle stage where there was an average value of student learning outcomes in cycle I showing the number 65.6 where student learning outcomes in cycle I increased compared to when the pre-cycle was carried out even though the value the average cycle I is still included in the sufficient category, and has not met the indicators of success so that action is needed in the next cycle.

Cycle 2

Planning

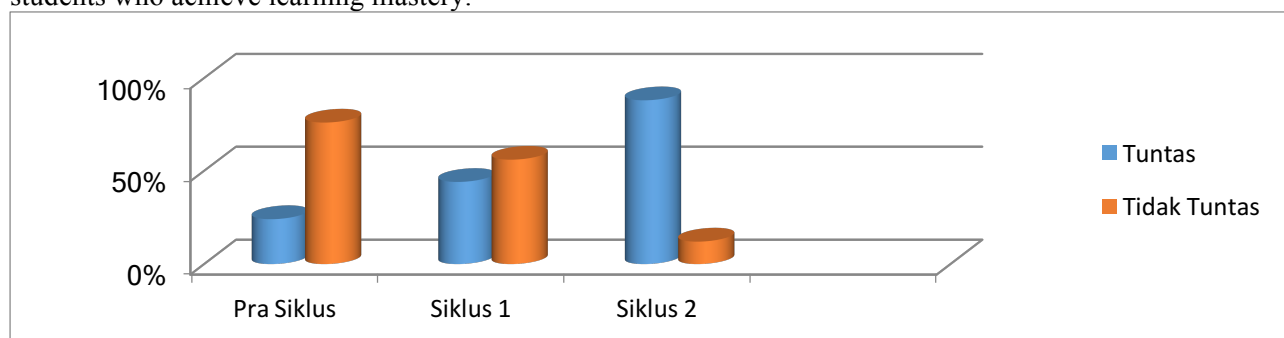
Teachers (researchers) in class III SD Negeri Gunong Kleng, develop plans to improve learning by applying the prompting prompting learning model, implementing learning, evaluation tools preparing learning instruments and observation guidelines. Furthermore, continuing monitoring as a basis for knowing the initial learning conditions in class III SD Negeri Gunong Kleng, in improving this learning the indicator to be achieved is to improve student learning outcomes in learning so that students can conclude the discussion.

Implementation

The teacher (researcher) carries out the learning process according to the improvement plan which consists of:

1. Initial activity (10 minutes)
 - a) The class begins and begins with greetings, asking how and checking student attendance.
 - b) Then continued the prayer led by one student.
 - c) Provide input to students and remind students to always prioritize good behavior and discipline.
2. Core Activities (50 minutes)
 - a) At the beginning of learning the teacher (researcher) tells students the theme of learning to be delivered.
 - b) The teacher (researcher) gives a series of questions to students which can demand students and can explore students' knowledge so that a thinking process can occur that links students' knowledge and experiences with the new knowledge they are learning in order to improve student learning outcomes in participating in learning and reduce levels of boredom of students when following the teaching and learning process takes place.
 - c) Provide opportunities for students to ask questions and convey knowledge.
 - d) Furthermore, the teacher gives assignments in the form of tests to find out students' knowledge after following the learning process.
3. Closing (10 minutes)
 - a) Summarize the learning that has taken place.
 - b) Students are given the opportunity to speak/ask questions and add information from other students.
 - c) The teacher closes by greeting and reading the closing prayer led by one of the students.

Based on that result showed that there was an increase after the improvement of learning was carried out in the cycle II stage. Where there is an average value of student learning outcomes when cycle II shows the number 81.2 this indicates that student learning outcomes in cycle II have increased compared to the stage of cycle I and it can be said that at stage II cycles have been able to meet the indicators of success with a high category. This can be seen by increasing the percentage of learning outcomes and the number of students who achieve learning mastery.



4. CONCLUSION

Based on the results of the research described in Chapter IV, the following conclusions can be drawn: Application of the prompting prompting learning model to improve student learning outcomes in class III SD Negeri Gunong Kleng. Based on the results of learning improvements in cycle I and cycle II, it can be seen from the data on the results of student observation sheets that it was found that there was an increase in student learning outcomes from before (average value 55.5), and after carrying out learning improvements in cycle I increased to (average value -average 65.5), then continued in cycle II increased to (average value 81.2). Here it can be said that all students can be categorized as complete in cycle II. Thus it can be said that after the implementation of the prompting prompting learning model to improve student learning outcomes in class III SD Negeri Gunong Kleng students are more enthusiastic in participating in learning

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