



IMPROVING STUDENT LEARNING THROUGH THE ROUND CLUB LEARNING MODEL ACTIVITY-BASED ON PKN SUBJECTS IN CLASS III SD NEGRI 101865 STEM QUIZ DELI SERDANG REGENCY

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Abstract

By using the activity-based round club learning mode, students tend to be more active because the learning atmosphere leads to students finding the results of their understanding through an interaction, it is easy to understand teaching material, because it is assisted through concrete learning media. This study aims to describe teacher teaching activities, student learning activities and student learning outcomes in class III SDN 101866 Batangkuis Deli Serdang Regency through the round club model. This type of research is included in class action research (CAR). This study consisted of two cycles consisting of 4 stages namely planning (planning), implementation (acting), observation (observing), and reflection (reflecting). The subjects of this study were teachers and class III students at SDN 101865 Batang Quiz for the 2022/2023 academic year, which totaled 20 people. The instruments used were observation and written test sheets. The data analysis technique uses the average and category scores. After taking the actions in this study, student learning outcomes experienced a significant increase from the initial completeness results in cycle I which increased again in cycle II. Cognitive learning outcomes of students in cycle I who completed learning with a mastery percentage of only 64.50% or 12 students, while students who had not completed 35.50% or 8 students. In cycle II the learning completeness increased to 89.50%. The conclusion from the research results proves that the application of learning using the activity-based round club learning model can improve student learning outcomes in class III PKN subjects at SDN 101865 Batangkuis, Deli Serdang Regency.

Keywords : Activity-based Round Club model, learning outcomes, Civics, motivation, teacher and student activities

Introduction

In a teaching process the teacher becomes the main actor in creating a good situation during the learning period, namely the interaction between the teacher and students, with learning resources in supporting the achievement of more effective learning goals. To realize such a teaching and learning process requires a learning model that is suitable for students by using the Round Club learning model where in this learning method students form groups and have the opportunity to share all opinions in turn or go around in groups to complete assignments given by the teacher. So that students become more active and confident with their respective opinions. As a teacher, you have to be more sensitive to your students. Pkn subjects as one of the subjects that have the aim of equipping students so that students have values and morals. The nature of Pkn learning has consequences for the teaching and learning process which is dominated by an expository approach, especially teachers using the lecture method while students are less active in the learning process taking place. In the lecture method, there is an imperative dialogue. Even though in the teaching and learning process the involvement of students must be in totality, namely by involving the mind, sight, and hearing. The problem that arises when conducting student learning when studying Pkn subjects is the lack of desire of students to participate in the learning process, students tend to be less serious in focusing on following Pkn learning material. This is because in practice the teacher makes

the book the sole source in the teaching and learning process and besides that the teacher only uses the lecture method so that it makes students inactive and bored in the lesson. Based on the research, it was found that the problems faced by students were the lack of students' desire to take part in learning, some of the problems that occurred in the teaching and learning process included (1) lack of teacher and student interaction; (2) the teacher's mastery in selecting learning methods is not appropriate; (3) students get bored quickly in ongoing learning; (4) students tend to only listen during the learning process. As for the formulation in this class action research, namely how interactive learning based on Round Club to improve class III student learning in Pkn subjects. The research objective was to find out that Round Club-based interactive learning could improve student learning outcomes in Pkn subjects in class III SD N101865 Batangkuis, Deli Serdang District.

Research Methodology

This research method is classroom action research (CAR). This classroom action research is research conducted by the teacher in his own class through self-reflection with the aim of improving his performance as a teacher so that the quality and learning outcomes of students increase. The research location was SDN 101865 Batangkuis, Deli Serdang Regency. The time of the research was in the second semester of the 2022/2023 academic year. The subjects of this study were class III students, with a total of 20 students consisting of 11 girls and 9 boys. Data collection techniques in this study were observation and written tests. The instruments used were observation sheets of teacher and student activities and test sheets. Observation sheets for teacher and student activities in learning activities with the Round club model. The research procedure consists of planning.

Result & Discussion

In pre-learning the number of students who did not complete the lesson was very high. After carrying out learning improvements in cycle I, the percentage of student learning completeness increased by 64.50% or 12 students who completed and 8 students who had not completed. In cycle II, student learning mastery experienced a very significant increase, namely 89.50%. In teacher teaching activities and student learning activities in cycle I and cycle II, they are classified as good criteria. At the stimulation stage the teacher motivates students by providing pictures and videos, as well as conveying learning objectives. While student activities are paying attention to the teacher and students record the learning objectives conveyed by the teacher. This is in line with the opinion of Hamdu and Agustina (2011), which states that one of the factors that influence student achievement is motivation. With motivation, students will study more diligently, harder, and have full concentration in the learning process. The encouragement of motivation in learning is one thing that needs to be raised in learning efforts at school. After conducting this classroom action research, several strengths and weaknesses were found in the researcher as a teacher at the research site. After carrying out learning improvements that were found through the reflection stages in each cycle, the researchers looked in more detail at the problems that often arise in learning in general, these results indicate feedback for researchers as a teacher to immediately make improvement plans that can minimize existing problems.

At the problem statement stage (statement or problem identification), the teacher's teaching activities in cycles I and cycle II were included in the good criteria. this is evidenced by giving questions to the process of identifying problems that have been submitted by the teacher answered well by students. As a reflection of cycle II, the teacher only maintains activities that have been carried out well. This problem identification stage is the most important stage for students to carry out. Students who are not yet experienced will be confused if asked to identify problems even though they have been assisted by the teacher. This is supported by the statement of Nasution (2005) which says that the problems that are usually used are problems that have been found before, not based on individual interests. The application of the activity-based round club learning model to improve student learning outcomes can be done with group work between students to work together to help each other construct concepts. In this model the teacher gives each student the opportunity to work together in the group to respond to the tasks given by the teacher to work on in the group. Each group must present the results of group work to get responses from other groups. Groups that haven't had their turn to present can criticize the group presenting the material by conveying their thoughts and views. This activity is carried out in rotation and continuously in the same direction so that all groups get a turn. With discussions in groups students can improve communication and get the opportunity to explain or convey what they understand and bring up creative and innovative ideas in each learning session. That way the learning atmosphere will be more active, creative, and fun so that learning outcomes achieve completeness. In addition, it can be seen from the number of attendance that students have started to actively ask and answer the material presented for the success of their group. Students feel happy and comfortable when they are given the opportunity to raise contextual issues related to learning material. Students are able to construct their own knowledge has progressed. This is because communication between students already exists or has been well

established. The stages of learning improvement planning in order to improve student learning outcomes are as follows: (1). Make a written learning improvement plan that contains steps for implementing learning so that students can easily understand and follow the lesson; (2). Prepare observation sheets which are the result of an agreement between researchers and friends who act as observers or observers; (3). Make group worksheets to determine the level of student success; (4). Describe the values of fighting in the formulation of Pancasila with coherent sentences; (5). Hold questions and answers regarding matters related to the material; (6). Students work on posttest questions; and (7). Together students make conclusions on learning outcomes. Several aspects were observed, among others, as follows: (1). Explain how the round club concept is; (2). Leading group discussions to run smoothly; (3). Guiding students to discuss and (4). Draw conclusions from the results of these studies.

Conclusion

So it can be concluded that the application of the round club learning model can improve civics learning outcomes in class III students at SDN 101865 Batangkuis. Based on the results of the student tests above, it can be seen that student learning outcomes have increased by using the round club learning model. Based on the conclusions obtained, the researcher suggests that other researchers maximize all learning that will be carried out properly according to the round club learning planning stages. In learning, students must be able to achieve what they want, with whatever model will be given in the learning process, students must remain motivated and active in every learning activity. Based on this discussion, it can be concluded that civic education is currently very important in the formation of student disciplinary character. An educator teaches and directs and sets an example to students, such as coming to school on time and leaving school on time, then following school rules. This effort can be done through an example that aims to provide early planting, so that later students will become the successors of the nation who have good character and are able to become good influences for the new generation. This is where the teacher's efforts in instilling moral values and shaping the character of student discipline by disciplining students firmly not with a theory alone. The suggestion that can be given from this discussion, that a teacher and school become one of the places that are effective enough to guide, develop and implement an education of morals and character in the discipline of students. Because this school is a place to seek knowledge not only about knowledge but can shape the character of students, the formation of character education is not just fulfilling responsibilities, but can balance the knowledge that a student already has. Discipline is not just carrying out a rule but as a habit that must be applied and implemented in student life.

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