



## Efforts to Improve Student Learning Outcomes in Indonesian Language Learning Through Appreciative Principles in Class IV MIS Baiturrahman

Alni<sup>1</sup>, Rapida Idami<sup>2</sup>, Siti Nur Ainun<sup>3</sup>

Primary School Teacher Education, Education, STKIP Al-Maksum Langkat, Stabat, Indonesia

Email: <sup>1</sup> [alniayundaa27@gmail.com](mailto:alniayundaa27@gmail.com), <sup>2</sup> [rapidaidami@gmail.com](mailto:rapidaidami@gmail.com), <sup>3</sup> [sitinurainun@gmail.com](mailto:sitinurainun@gmail.com)

### ABSTRACT

This research aims to improve student learning outcomes in Indonesian language learning. This research is classroom action research. This research was carried out at MIS Baiturrahman Paya Satu Besilam. To improve and determine student learning outcomes, this research was carried out through four stages, namely: learning planning, learning implementation, observation, and reflection. The type of research used in this research is classroom action research (CAR). The Assignment Method is work that is deliberately given to students to be carried out well. This training is given to students to give them the opportunity to complete assignments based on direct instructions from the teacher that have been prepared so that they can actually carry out and carry out the assignment to completion. Assignments given to students can be given individually or in groups. This research was carried out at MIS Baiturrahman Paya one besilam. The research subjects were 32 class IV students consisting of 15 boys and 17 girls who had different abilities. The research was carried out through four stages, namely: learning planning, learning implementation, observation during learning actions and reflecting on the results of learning actions. Researchers use media and assignment methods to increase student motivation in the form of.

**Keywords :** Appreciative Principle; Indonesian language learning; learning outcomes

### Introduction

In the Big Indonesian Dictionary (Depdikbud, 1988) "the word appreciation" means "appreciation". In Indonesian language learning, the term appreciative is interpreted as "pleasant". So the appreciative principle is fun learning. If we look at its meaning, the appreciative principle does not only apply to learning literature, but also to learning other aspects such as language skills. In this case, literature learning can be integrated into learning. Indonesian is the national language and official language in Indonesia. Indonesian is used non-officially, casually and freely. Indonesian is the language used in communication, a language that must be used in accordance with rules, orderly, carefully and reasonable (Isah Cahyani: 2013). Learning Indonesian is one means of accessing various information and scientific advances. This is especially true for Indonesian language learners who are still beginning to master the rules of the Indonesian language, for example students at the elementary/MI level. In order to carry out learning that is in accordance with the goals the teacher wants to achieve, the teacher needs to understand the principles of Indonesian language learning. The implementation of these principles is realized by implementing various effective, contextual and meaningful learning strategies and methods and aims to improve and develop competence, creativity, independence, cooperation, solidarity and motivating students in order to improve learning outcomes. The purpose of using language is to express oneself, convey ideas, feelings, information and instructions to other people. Through language we can interact with other people, build social relationships, and gain a better

understanding of the world around us. Learning Indonesian is essentially a lesson in language skills. These reading skills include listening skills, speaking skills, reading and writing skills, where these four skills are interrelated. Listening activities function to train students to be able to compare their knowledge with the various things they listen to. Through speaking activities, students are also trained to be able to actualize their knowledge in the form of communication with other people. Reading activities function to train students to remember, understand the content of reading, examine terms, interpret them and find new information. From the results of reading, students are also trained to speak, tell stories, and be able to express opinions and make conclusions, while writing activities function to train students to reflect on the results of reading and observations. To be able to carry out learning so that students are able to learn to know (learning how to now), learn to learn (learning how to learn, to relearn, to unlearn), learn to solve problems (learning how to solve problems), learn to live together (learning how to live together), and learn to progress in life (learning how to be), so in carrying out Indonesian language learning teachers need to understand the principles and foundations of learning Indonesian. Students' appreciation for Indonesian language lessons can be grown by the learning planning used by the teacher. A Teachers need to be aware of various things that can increase appreciation so that they can create learning that makes students appreciative of learning Indonesian. Appreciative attitudes include being shown if students know or want to know the relationship between the language material being studied and previous Indonesian language material, know or want to know, feel happy in learning or using Indonesian, participate actively and are able to solve everyday problems related to Indonesian.

Indonesian has an important role in the development of science. Realizing this, the quality of Indonesian language education needs to be improved. From the results that the author provided, there were only a few students out of the large number of students who got a score of 60 and above. In this case the author conducted classroom action research to overcome the low student learning outcomes in Indonesian language learning. According to Ali (1996: 67) "No matter how appropriate and good the teaching materials are applied, it does not guarantee that educational goals will be achieved, and one of the important factors in achieving those goals is a learning process that focuses more on students optimally." A teacher's success in teaching is also determined by the methods used by the teacher in accordance with the material and learning objectives. Based on this opinion, to increase students' learning motivation in learning Indonesian, the author carries out learning improvements through classroom action research using media methods and giving assignments so that students are more appreciated in learning. Learning using media and assignment methods is learning that is carried out to increase student motivation by using media and giving assignments in the form of Student Worksheets which are done together with groups and given assignments which are done individually. The use of media in learning will greatly help the effectiveness of the learning process and delivery of messages and lesson content. According to Salma and Siregar (2004:2), learning is an effort to deliberately create conditions so that learning objectives can be achieved more easily. Conditions deliberately created by researchers in the form of managing the learning process in an encouraging atmosphere. The Assignment Method is one of the tools used by teachers in managing the learning process in addition to approaches and methods. According to Solehan (2008: 3.16), a method is a tool used directly by teachers to achieve learning goals. Methods mean the methods and tools used by teachers in the classroom. The assignment method is a task or work that is deliberately given to students to be carried out well. This training is given to students to give them the opportunity to complete assignments based on direct instructions from the teacher that have been prepared so that they can actually carry out and carry out the assignment to completion. Assignments given to students can be given individually or in groups. Based on research conducted at MIS Baiturrahman through interviews with class teachers, during learning, students were less active and less motivated in learning. According to Santyasa (2007), there are several factors that cause less active learning, including the teacher only acting as a provider of information, learning taking place in one direction, student activities only listening and taking notes and students tending to be passive, thus hampering students' ability to think. This made researchers identify the shortcomings of this learning. Some problems in the Indonesian language learning process are (a) Students' mastery of the material is very low (b) Lack of student interest in learning Indonesian (c) Students' low curiosity about learning Indonesian can be seen from the students' lack of activity in asking and answering questions (d) Lack of interaction between smart students and weak students (e) The level of students' understanding of Indonesian language lessons is weak, which can be seen from the number of students whose scores are below 60 (f) The teacher's explanation of the material is not well understood.

The factors that cause students to be less active and less motivated in learning are: (1) Teachers do not provide varied examples (2) Less able to motivate students and create a pleasant learning atmosphere (3) Indonesian language teaching materials are too complicated (4) Family environment, attention and guidance from parents are important factors in student success (5) The social environment influences children's learning motivation, based on research results, there are some children who prefer playing rather than studying. The facts above show that the quality of the learning process and learning outcomes are less than optimal. Therefore, improvements are needed that can encourage all students to be active in learning and appreciated in expressing opinions and being motivated and brave enough to appear in front of the class so that learning outcomes improve. "Students' attention to the learning process is demonstrated by students' courage to express opinions, ask questions, answer or participate" (Sumiati and

Asra, 2011:232) According to Nana Sudjana (1989:34) student learning outcomes are influenced by two factors, namely factors within the student (their abilities) and environmental factors (teaching quality), what is meant by teaching quality is whether the teaching and learning process is high or low or effective. in achieving learning goals. These two factors have a directly proportional relationship with student learning outcomes. This means that the higher the student's abilities and the quality of teaching, the higher the student learning outcomes. It is necessary to look closely at the appropriate solution to solve this problem. In this case, teachers should be able to design learning strategies that take into account the objectives of Indonesian language learning and can improve the quality of learning in the classroom which has an impact on improving student learning outcomes. In this case, teachers are required to be able to master appropriate teaching materials and models for learning. Material taught. Researchers took the initiative to improve student learning outcomes by using appreciative principles in learning to attract students' interest so they enjoy learning. Based on the description above, researchers are interested in conducting research entitled "Effort To Improve Student Learning Outcomes In Indonesian Language Learning Through Appreciative Principles In Class Iv Mis Baiturahman".

### **Research Methodology**

The type of research used in this research is classroom action research (CAR). According to Arikunto (2007: 58) classroom action research is action research carried out with the aim of improving the quality of learning in the classroom. Apart from that, in this research the researcher also used a method of giving assignments to students so that students were more active in learning both at school and at home. The Assignment Method is work that is deliberately given to students to be carried out well. This training is given to students to give them the opportunity to complete assignments based on direct instructions from the teacher that have been prepared so that they can actually carry out and carry out the assignment to completion. Assignments given to students can be given individually or in groups. This research was carried out at MIS Baiturrahman Paya one besilam. The research subjects were 32 class IV students consisting of 15 boys and 17 girls who had different abilities. The research was carried out through four stages, namely: learning planning, learning implementation, observation during learning actions and reflecting on the results of learning actions.

#### *Maintenance plan*

Learning improvements are carried out by classroom action research using media and assignment methods. The use of media is to provide motivation and focus students' attention so that learning occurs that attracts students' attention, facilitates understanding and helps memory, while the assignment method is a way of teaching with planning activities between students and teachers regarding a subject that must be completed by students in a certain agreed time.

#### *Implementation of Improvements*

Implementation of improvements in classroom actions at MIS Baiturrahman in Indonesian language learning in class IV (four) is carried out through four stages, namely: Action planning, action implementation, observation/observation and reflection. The implementation cycle for improving Indonesian language learning at MIS Baiturrahman class IV is as follows:

1. First Cycle
  - a) Motivate students by asking questions related to the material being taught.
  - b) Prepare facilities in the form of media that function to motivate and increase students' attention in accordance with the learning material, namely Indonesian language learning.
  - c) Prepare student assignment sheets that are appropriate to the learning material and learning objectives.
  - d) Determine the type of assignments that will be given to students.
  - e) Carry out activities in accordance with the RPP that has been prepared.
2. Second Cycle
  - a) Motivate students by asking questions to be taught.
  - b) Prepare facilities in the form of media that function to motivate and improve learning.
  - c) Preparing Student Worksheets.
  - d) Observe student activities.
  - e) Check, assess and document learning outcomes.
  - f) Evaluate the implementation of learning improvements in cycle II.
  - g) Discuss the results obtained in cycle II.

#### *Observation/Data Collection*

From the results of observations through observations of Indonesian language learning activities in cycle I and cycle II, there was an increase in student activity. This is marked by an increase in student learning outcomes from

the previous cycle.

### Reflection

#### In Cycle I

1. Teacher motivation in learning must be comprehensive.
2. Providing motivation or guidance to students, especially for students who have difficulty doing assignments.
3. Teachers should give homework assignments at the end of the lesson so that students can continue studying at home.

#### In Cycle II

1. The teacher explains the subject matter in language that is easy to understand in Indonesian language learning.
2. Always provide motivation and create a pleasant learning atmosphere so that students do not get bored while learning Indonesian.
3. Give awards or rewards to students so that students are more enthusiastic about learning.

### Results and Discussion

Learning outcomes of fourth grade students at MIS Baiturrahman in learning Indonesian.

**Table of Percentage of Student Activeness in Learning Indonesian.**

No	Mark	Cycle		Information
		1	2	
1.	90- 100 (special)	2	3	Complete
2.	80- 89 (very good)	4	3	Complete
3.	70- 79 (good)	6	10	Complete
4.	60- 69 (enough)	8	9	Complete
5.	50- 59 (less)	9	5	Complete
6.	40-49 (very less)	3	2	Not finished
The number of students		32	32	Not finished
Percentage of student activity		65%	75%	

**Completeness of Indonesian Language Learning Results in Cycle I**

No.	Value Range	The number of students
1.	90- 100	2
2.	80- 89	4
3.	70- 79	6
4.	60- 69	8
5.	50- 59	9
6.	40- 49	3
Amount		32

**Completeness of Indonesian Language Learning Results in Cycle II**

No.	Value Range	The number of students
1.	90- 100	3
2.	80- 89	3
3.	70- 79	10
4.	60- 69	9
5.	50- 59	5
6.	40- 49	2
Amount		32

Based on the results obtained, efforts to improve student learning outcomes show good results. This can be seen from the percentage increase from cycle I and cycle II. The percentage of student activity in cycle I was 65% of 32 students and in cycle II was 75% of 32 students. In a short time, student activity increased by 10% from before. To achieve this success, researchers emphasized teacher abilities using the approach of using peer tutors to improve student learning outcomes. Before the improvement program was implemented, students were less active in learning, students did not master the material. This is because the teacher does not use media that suits the child's needs, and the delivery is too fast so that the child cannot clearly understand what the teacher is saying. Starting from this failure, researchers made efforts to improve learning. Sanjaya W. (2011: 16) said that teachers in the learning process

play a very important role, especially for students at primary school age, who cannot possibly be replaced by other devices, such as television, radio, computers and so on. Because students are developing organisms that need adult guidance and assistance. During the learning process, teachers not only act as models or role models for the students they teach, but also as managers of learning. Thus, the effectiveness of the learning process lies on the shoulders of the teacher. Therefore, the success of a learning process is largely determined by the quality and ability of the teacher. Several things that can be reflected on and noted in the first cycle of action, especially those related to the learning process, are:

1. Teacher motivation in learning must be comprehensive
2. Provide guidance to students as a whole, especially for students who have difficulty doing assignments.
3. Teachers should give homework assignments at the end of the lesson so that students can continue studying at home.

Activities in the second cycle have increased compared to the first cycle, there are several things that are reflected and taken into account to be improved in the next cycle.

1. The teacher explains the lesson material with examples which are done more by the students in turns.
2. Always create a pleasant learning atmosphere in learning and provide motivation and focus students' attention so that students do not easily get bored and fed up during lessons.
3. Always give awards or rewards to students so that students are more enthusiastic about learning.

## Conclusion

From the results obtained through classroom action research, it can be concluded as follows: (1) Students' mastery of learning material has increased (2) Students have started to be active in lessons, such as asking questions in class (3) Students have begun to be motivated in the teaching and learning process (4) Students who initially did not dare to ask questions and express opinions after efforts to improve them became like asking questions and willing to express opinions. Based on the conclusions above, there are several things that teachers should do to improve students: (1) Creating an interesting and enjoyable learning atmosphere with varied methods (2) Using media to arouse students' motivation and attention so that learning is achieved well, and learning materials remain in students' minds for a long time (3) Teachers give homework assignments to students according to their abilities (4) Teachers provide special guidance to students who do not successfully complete the assigned assignments (5) Train students' love of being interested in reading books. Researchers also provide advice to teachers in schools that teachers should involve students directly in learning, for example by starting to use learning media. Every teacher should also try to develop Indonesian language learning by improving themselves towards a better quality of learning.

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