

Probing Prompting Model to Improve Student Communication Skills in Civic Education Subjects

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ABSTRACT

This study aims to: 1) determine students' communication skills before applying the Probing Prompting Learning Model in Civics lessons for fifth grade students at SD N 101390 Batang Pane 1 in the 2022/2023 academic year, 2) determine students' communication skills after applying the Probing Prompting Learning Model in Civics lessons. fifth grade students of SD N 101390 Batang Pane 1 Academic Year 2022/2023, 3) improve students' communication skills in Civics material after applying the Probing Prompting learning method for fifth grade students of SD N 101390 Batang Pane 1 Academic Year 2022/2023. This study uses a Classroom Action Research approach. The data collection techniques in this study are observations and tests. The results showed that: 1) Through the Probing Prompting learning model there was an increase in the communication skills of fifth grade students at SD Negeri 101390 Batang Pane 1 in Civics learning. 2) Students' communication skills were obtained through the application of the Probing Prompting learning model, namely the average score of students' communication skills in the first cycle was 76.88 and increased by 94.75 in the second cycle. The Probing Prompting learning model has been implemented according to the learning scenario in class V at SD Negeri 101390 Batang Pane 1.

Introduction

Education in general aims to create resources human beings who are reliable, qualified, and have a competitive spirit. Resource Such human beings, of course, are very much needed in the environment of life man himself, (Damayanti, 2016: 9). Education plays an important role in improving the quality of human resources, especially in the process of national development. Therefore efforts to improve the quality of education in schools is a strategy in improving human resources. A teacher has a very heavy task to carry out but that task too has a very noble value. For that, it is appropriate for the teacher to have various competencies related to their duties, in order to become a teacher professional one. Moreover, with the development of science and technology, teachers as the main component in education are required to able to keep up or even expected to be able to surpass developments in science and technology Public. Through the touches of teachers at school, it is hoped that produce students who have high competence and are ready face life's tougher challenges. Master and also the world Education in general is expected to be able to create resources quality human beings both scientifically and mentally positive. Every human being is required to be skilled at communicating, skilled at expressing thoughts, thoughts, ideas, and feelings. Skilled at capturing information obtained, and also skilled at conveying information that is received. Communication skills play a very important role important in human life. Human life is faced every day in various activities that to

require speaking skills. The ability to communicate also has an important role in education, both in the family, school and wider community. The process of transferring knowledge to students is generally conveyed orally. The ability to communicate is very important in human life because most activities in human life require the support of communication skills, (Wicaksono, 2015: 33). In order for the conversation to reach its goal, the speaker must have the ability and skills to convey information to others. This implies that the speaker must really understand how to speak in a coherent and effective way so that other listeners can catch the information conveyed by the speaker effectively too, (Anom, 2015: 28). The National Education Curriculum for Civics subjects places a strong emphasis on the importance of improving students' ability to communicate in good and correct, coherent and effective Indonesian, both orally and in writing. Because the essence of learning Civics is learning to communicate and socialize.

Through this Civics subject, students as citizens should be able to study Citizenship Education in a dynamic and interactive forum so that national education goals need to be endeavored to improve. In this study, researchers examined learning in the field of Civics studies, because Civics is not history, the very substantial thing that must be learned is how to instill morals in students from an early age. Teachers must be able to determine an appropriate approach and strategy for the concept of Civics learning so that it is more interesting and motivates students to be able to communicate as a whole. The results of the research study show that learning in elementary schools is still mostly carried out conventionally (teacher-centered) and Civics learning achievements, (Zubaidi, 2016: 7) However, the reality is that in the field it is not as expected, namely the communication is not good and not smooth. As is the case with students who are starting to enter new school environment and teaching conditions that require students to be able to adapt well to the new environment and situation. In fact, most students are shy, withdrawn so they are less able to communicate and adapt to the new environment. As a result, students do not have many friends to hang out with and develop themselves against the information that is available. As is the case with research (Kristanti, 2018) that few students ask, answer, and argue this is because most students are shy, lack confidence in communicating in class learning. In order for the conversation to reach its goal, the speaker must have the ability and skills to convey information to others. This implies that the speaker must understand very well how to speak coherently and effectively so that other listeners can effectively capture the information conveyed by the speaker.

One alternative learning model that is suitable for improving learning outcomes is the *Probing Prompting Learning Model*. The *probing-prompting* model of learning is a type of cooperative learning in which the teacher presents a series of demanding and probing questions in learning, resulting in a thinking process that relates knowledge to students' attitudes. According to Huda (2015: 283) *probing-prompting learning model* is a type of cooperative learning where in learning the teacher presents a series of questions that are demanding and probing, resulting in a thinking process that links the knowledge of students' attitudes and experiences with the new knowledge that is being learned. The teacher prepares the questions that will be asked in the learning process. Then ask questions to students randomly and students immediately answer the questions asked. By using this model, there are two student activities that are interconnected in *probing prompting learning*, namely student activities which include thinking activities and physical activities that try to build their knowledge, as well as teacher activities that try to guide students by using a number of questions that require low-level thinking to high-level thinking. high level. The more often students interact, this will result in more frequent students communicating. So it is very useful in improving student learning outcomes. Based on the background of the problems above, the authors are interested in conducting a study with the title "Application of the *Probing Prompting Model* to Improve Student Communication in Civics Subjects for Class V SDN 101390 Batang Pane 1 Academic Year 2022/2023".

Research Methodology

This type of research is class action research (CAR) or *Classroom Action Research*. This classroom action research was carried out or carried out in two cycles and each cycle consisted of 4 stages, namely planning, implementing, observing and reflecting. The data collection techniques in this study are observation and tests. Observation which done is observation to wholeactivity learning start from early implementation action until ending implementation action. The test is arranged based on the indicators to be achieved. The test questions are given at the end of the cycle, which aims to find out the results of students' Civics learning after participating in learning using the *Probing Prompting model*. The form of the questions given is multiple choice (objective). The number of questions per cycle is 20 questions with answer options a, b, c and d. The test questions given contain the Civics material presented. Data analysis techniques are very important elements in conducting any research. All data collected will be meaningless if no analysis is carried out. The results will provide an overview of the direction, goals and purposes of the research. After data collection data done, next with analysis data. Then the highest score and the lowest score are obtained. High Score (ST) = 4, Score Low (SR) = 1. Data derived from observations (observations) are made into percentages, then analyzed by qualitative description. The data is analyzed using the formula to calculate the average based on scoring (Sugiyono, 2009: 95) as follows. The data that has been converted

into percentages is then categorized into five categories (very high, high, medium, low and very low). After that, the results are described in a few sentences.

Results and Discussion

The results of this research were carried out through a classroom action research approach to 40 research subjects in class V SD Negeri 101390 Batang Pane 1 which were presented in three parts, namely a description of the results of the pre-cycle, cycle I and cycle II. The results of the research cycles I and II were carried out by applying the *Probing Prompting* learning model. In the following, the results of the pre-cycle, cycle I and cycle II research were presented, during which research was conducted on students' communication skills in Civics learning through the *Probing Prompting* learning model in class V SD Negeri 101390 Batang Pane 1 Academic Year 2022/2023 are as follows:

1. Pre Cycle

Before holding a class action researcher, the researcher held a pre research in the form of observation and data collection from the initial conditions of the group given the action, namely class V SD Negeri 101390 Batang Pane 1. At this stage the researcher made observations of the development of students' communication skills as first step before holding classroom action research. The observation results show that few students are active in the learning process, this occurs because most students are shy, withdrawn so they are unable to communicate and adapt to their learning environment. In addition, the learning model used by the teacher is also less innovative and tends to be monotonous. This causes Civics learning to be less than optimal and has an impact on students' low communication skills. The average value of the communication skills of fifth grade students at SD Negeri 101390 Batang Pane 1 in the pre-cycle was 49.50. The number of students who have completed or achieved a score of ≥ 70 is 11 students with a percentage of 27.5%, while students who have not completed or scored ≤ 70 are 29 students with a percentage of 72.5%. In the following, a graph of the mastery of students' communication skills is presented before the class action is carried out in the pre- cycle:

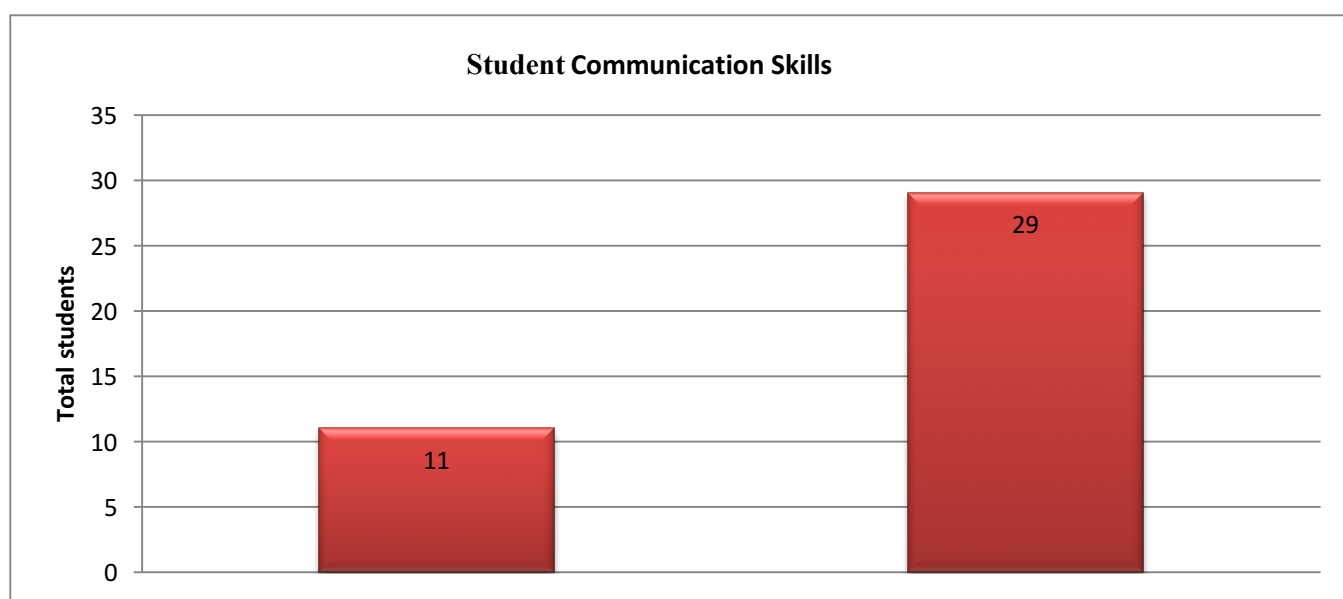


Figure 1 Mastery of Pre-Cycle Communication Skills

Based on the mastery scores of students' communication skills in the pre-cycle above, it can be seen that students' communication skills in Civics subjects are in the low category, which has not yet reached 75% so that teachers and researchers intend to improve learning to improve students' communication skills using the *Probing Prompting* learning model. in Civics learning material freedom of organization.

2. Cycle I

The implementation of cycle I was carried out on Tuesday 13 September 2022 in Civics subjects with material on freedom of association. Cycle I is divided into several stages, namely:

a. Planning

The initial step in planning Civics learning is carried out by preparing a learning implementation plan (RPP), preparing media, learning resources, and preparing test sheets and observation sheets for learning implementation in cycle I using the Probing Prompting learning model on *freedom* of organization material with basic competencies describing understanding organization .

b. Implementation

The first cycle was held on Tuesday 13 September 2022 for 2 hours of lessons (2 x 35 minutes). Learning activities are carried out in accordance with the lesson plans that have been made, namely using the *Probing Prompting learning model*. In the implementation of the first cycle of learning, it begins with the teacher greeting and inviting all students to pray according to their respective religions and beliefs. Then the teacher checks self-readiness by filling out the attendance sheet and checking the tidiness of clothes, positions and seats according to learning activities. The teacher informs the material to be learned that is about " Freedom to Organize ". The teacher gives apperception to the children by asking some questions like what do you know about the organization? What organizations exist in the community and schools and what are the benefits for us to join the organization. The teacher conveys the learning objectives. In the core activities of implementing this first cycle of learning, the teacher exposes students to new situations, for example by paying attention to pictures, formulas, or other situations that contain problems. The value of the communication skills of class V students in cycle I, namely as many as 24 students passed with a percentage of 60% completeness, and 16 students did not complete with a percentage of 40%. The average student score can be seen from the total value of all students, which is 3030 divided by the total number of students, namely 40 students and the result is 75.75 . The following is a graph of the mastery of students' communication skills after class action was carried out in cycle I:

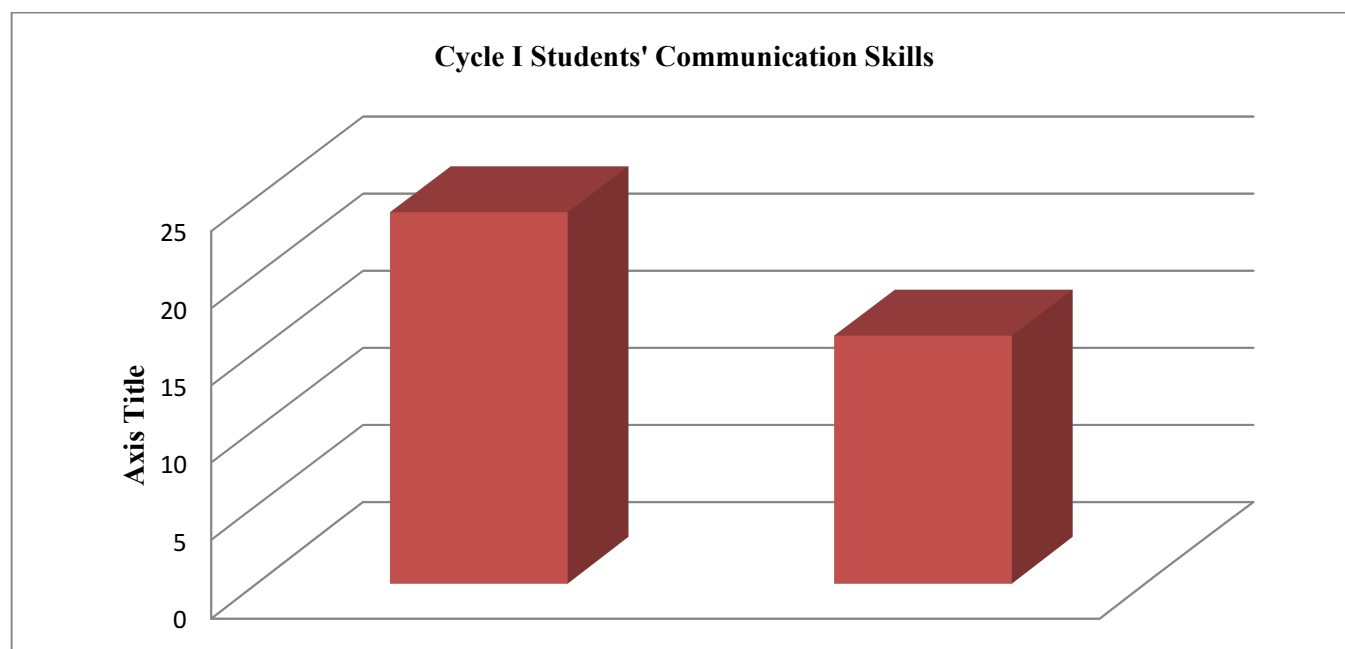


Figure 2 Mastery of Communication Skills Cycle I

c. Observation

At this stage the observation of the first cycle of action research was carried out by the researcher. As for what was observed were the activities of students and teachers during Civics learning on freedom of organization using the *Probing Prompting learning model*. Observation activities were carried out from the beginning to the end of the lesson carefully based on the observation sheet that had been prepared by the researcher and the teacher as colleagues.

d. Reflection

After going through the planning, implementation and observation stages, the researcher reflected on cycle I. Based on observations of problems during the implementation of the learning process in cycle I, the researcher looked at the results of student group worksheets, it was seen that most students were able to master the material freedom of association . However, at the time of the assignment, there were some groups that still could not fully understand it.

3. Cycle II

The implementation of cycle II was carried out on Tuesday, September 20 2022 in Civics subjects with material on freedom of association . Cycle II is divided into several stages, namely:

a. Planning

The initial step in planning Civics learning is carried out by preparing a learning implementation plan (RPP), preparing media, learning resources, and preparing test sheets and observation sheets for learning implementation in cycle II using the Probing Prompting learning model on *freedom* of organization material with basic competencies describing understanding organization. The learning objectives to be achieved in these basic competencies are that students can name examples of organizational members according to the pictures and formulate examples of organizational rules.

b. Implementation

The first cycle was held on Tuesday 20 September 2022 for 2 hours of lessons (2 x 35 minutes). Learning activities are carried out in accordance with the lesson plans that have been made, namely using the *Probing Prompting learning model*. In the implementation of learning cycle II, it begins with the teacher greeting and inviting all students to pray according to their respective religions and beliefs. Then the teacher checks self-readiness by filling out the attendance sheet and checking the tidiness of clothes, positions and seats according to learning activities. The teacher informs the material to be learned that is about "Freedom to Organize". The teacher gives apperception to the children by asking a number of questions such as what do you know about examples of organizations? What is the form of organizational structure that exists in the community and school? The teacher conveys the learning objectives.

In the core activities of implementing this second cycle of learning, the teacher exposes students to new situations, for example by paying attention to pictures, formulas, or other situations that contain problems. The teacher waits a few moments to give students the opportunity to formulate answers or carry out small discussions in formulating them. The teacher poses questions to students that are in accordance with specific learning objectives (TPK) or indicators to all students. Wait a few moments to give students the opportunity to formulate answers or carry out small discussions in formulating them. Appoint one student to answer the question. If the answer is correct, the teacher asks for responses from other students about the answer to ensure that all students are involved in the ongoing activity. However, if the student experiences a bottleneck in answering, in this case the answer given is not quite right, or silent, then the teacher asks other questions whose answers are directions for completing the answer. Then proceed with questions that require students to think at a higher level, until they can answer questions according to basic competencies or indicators. The questions asked in this sixth step should be asked to several different students so that all students are involved in the Probing Prompting activity.

c. Observation

At this stage the observation of cycle II action research was carried out by the researcher. As for what was observed were the activities of students and teachers during Civics learning on freedom of organization using the *Probing Prompting learning model*. Observation activities were carried out from the beginning to the end of the lesson carefully based on the observation sheet that had been prepared by the researcher and the teacher as colleagues.

d. Reflection

After going through the stages of planning, implementing and observing, the researchers reflected on cycle II. Based on observations of problems during the implementation of the learning process in cycle II, researchers looked at the results of student group worksheets, it was seen that most of the students had been able to master the freedom to organize material. The observation results show that teacher activities and student activities are optimal in the learning process. This can be seen when the atmosphere in the class is more conducive, students concentrate more on learning, most students are enthusiastic in the discussion method, students play an active role in discussions to discuss questions given by the teacher, students are also more courageous in communicating and answering discussion questions, and more confident and dare to express their opinion. This is because when the discussion takes place, the teacher often provides motivation to students so that the discussions that take place run effectively and students are also active. Students are no longer awkward to argue with each other and exchange ideas in solving problems. The teacher is also able to manage the class well so as to create an atmosphere and climate that is fun, orderly, active and can run smoothly.

1. Cycle I

Cycle 1 will be held on Tuesday, 13 September 2022. Based on the results of a descriptive analysis of students' communication skills in cycle I, the overall total score was 3075 with an average of 76.88. The most dominant score obtained by students is in the very high category, namely 13 students by 32.5%, students who achieve scores in the high category are 20 students by 50%, and students who achieve scores in the medium category are 7 students by 17.5%. This shows that there are still some problems in cycle I. One of them is that there are several students who have not reached the KKM. This problem is caused by several factors. These factors include: a) some students have not focused on following the lesson, b) some students do not understand the freedom to organize material, and c) there are still students who have not been able to find concepts related to freedom to organize material. Meanwhile, in learning it appears that students do not ask questions to confirm the new knowledge they have found related to the material to the teacher so that it has an impact on skills. communicate students in Civics subjects. Of these several

things have an impact on skills communicate students, especially for students who have not reached K K M. After conducting analysis and reflection on cycle 1, the researcher tried to make some improvements in the teaching and learning process including providing examples of organizational structures in detail according to their functions so that students' communication skills increased.

2. Cycle II

Cycle II will be held on Tuesday , 13 September 2022 . In cycle II the results of students' communication skills were obtained with an average score of 94.75 with a total score obtained by 40 students of 3790. Meanwhile, the scores obtained by students were in the very high category of 90% with a total frequency of 39 people from the number of students and in the high category is 10% with a frequency of 1 person. From these results it can be stated that the mastery of students' poetry writing skills classically has been achieved because according to the provisions of the minimum learning mastery at SD Negeri 101390 Batang Pane 1 school, students are said to have completed their studies if they obtain a minimum score of 70 from the ideal score and complete classically if they have at least 85% of the total number of students who had finished studying so that the research was not continued in the next cycle because the researcher's student learning outcomes increased with the grades that had been obtained by the fifth grade students at SD Negeri 101390 Batang Pane 1. Thus, through the *Probing Prompting* learning model , it can improve the communication skills of fifth grade students at SD Negeri 101390 Batang Pane 1 . This can be seen from the increase in the total score of 3075 with an average student in cycle I of 76.88 and a percentage of 50% to 3790 with an average of 94.75 and a complete percentage of 90% in cycle II.

Thus, there is an increase in skills communicate students after being taught by applying the *Probing Prompting* learning model . As Suyatno's opinion in Sukmawati's research in the journal *Mathematics Education Equivalence* 11 (3) (2014) argues "The *probing-prompting type* that this learning model is a teaching method that exposes students to a new atmosphere that contains problems and invites students to think then to answer and students another to correct so that there will be continued discussion, so as to improve the communication skills of the fifth grade students at SD Negeri 101390 Batang Pane 1 . From the results of observations on the results of the pre-cycle tests and cycle tests of all fifth grade students, it appears that on average there has been an increase in students' communication skills both in terms of verbal communication skills, such as giving examples of school and community organizations, expressing thoughts and opinions through words or spoken language, having conversations with peers and teachers, speak in a clear voice , and add new vocabulary and understand their meaning . improvement also occurred in nonverbal communication skills, such as students being able to see the other person during a discussion.

Based on the results of research on fifth grade students at SD Negeri 101390 Batang Pane 1 , there was an increase in learning outcomes from cycle 1 to cycle 2. This was because:

1. Student Interaction

- Students are able to adapt to the learning model that is applied.
- Students pay attention to the teacher's delivery and are serious in learning. This can be seen when the teacher conducts questions and answers, there is feedback from students, even though there are students who are not yet active.
- Students are able to identify the problems given by the teacher to find new concepts related to freedom of association.
- Students are quite good at summarizing and concluding the poetry material they have learned .
- Students are very good at working on individual evaluations.

2. Interaction of students and teachers

- Teachers are skilled in relating freedom of organization material from what is known to build students' initial knowledge .
- The teacher is skilled in giving examples of how to make the right organizational structure.

Based on the results of the analysis of the descriptive data above on the average communication skills of students in cycle II, it can be seen that the communication skills of students in teaching and learning activities are very high or show a significant increase from cycle I to cycle II, as well as the high communication skills of students who have reached the standard of completeness. minimal individual and classical learning as required by the curriculum. As a result, class action research in class V Negeri 101390 Batang Pane 1 is considered completed up to cycle II.

Conclusion

Based on the classroom action research conducted, it can be concluded as follows:

- Through the *Probing Prompting* learning model there is an increase in the communication skills of fifth grade students at SD Negeri 101390 Batang Pane 1 in Civics learning .
- Students' communication skills were obtained through the application of the *Probing Prompting* learning model, namely the average score of students' communication skills in cycle I reached 76.88 and increased by 94.75 in cycle II. The *Probing Prompting* learning model has been implemented according to the learning scenario in class V at SD Negeri 101390 Batang Pane 1.

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