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Stimulate learning outcome with direct object media

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ABSTRACT: This study aims to describe learning outcomes after using direct object media. The subjects of the study were the students of grade V of SDN Bandungrejosari 2 Malang academic year 2016/2017 with the sample of students 37 people. This type of research is a classroom action research with two cycles. Data collection techniques used in this study include: observation and test. The results showed that the average learning outcomes of classes in the first cycle of class V 75.28 whereas in the second cycle of 81.25. The conclusion is learning outcomes can be stimulated by the use of media.

1. INTRODUCTION

Social Studies learning that helps students identify the social environment. According Soemantri (2001) that social studies is the lesson of the social sciences is simplified for educational elementary, junior, and senior high schools. Simplification sense means that the lower the level of difficulty of the social sciences are usually learned at university into lessons that correspond to the maturity of thinking students of primary and secondary schools, and combining materials of various branches of the social sciences and community life so that it becomes a lesson that is easy to understand. The first students in the socialization process occurs in a formal environment Primary School, and therefore very proper for Social Sciences taught to students from elementary school. Social studies helps prepare candidates for the next generation is ready to become good citizens and be able to establish interaction or good social relations in society.

Results Interview with grade V teacher at SDN Bandungrejosari 2 Malang on 1 April 2015 showed that the social studies learning is often carried out by memorization system. Students experience boredom in learning each material to be memorized. For students who can understand the material by memorization they will get a good value, otherwise if the student who can not understand the material is able to memorize although still earn less good value. About 40% of students still have not reached a value of 75 which is a minimum completeness criteria (KKM). Therefore, we need a development of learning so that students not only memorize the material but also understand the material being taught.

One of the things that can be developed in the study is the use of appropriate learning media. Social studies learning that the material is always related to human life is very important show real things that exist in the environment. Therefore, social studies

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learning will be more easily understood if we look at the real thing from the material being taught. Direct object media is one medium that can be used by teachers as a learning resource, as well as the media used in learning activities. Because the media originated from the student environment, the direct object media can be animate or inanimate objects (Aristo, 2004). Media Objects are media containing information, and media types can be seen in terms of weight, shape, composition, color, function, and others (Haney & Ulmer, 1981). Therefore, researchers conducted this study with the aim to determine whether the use direct object media can improve student learning outcomes.

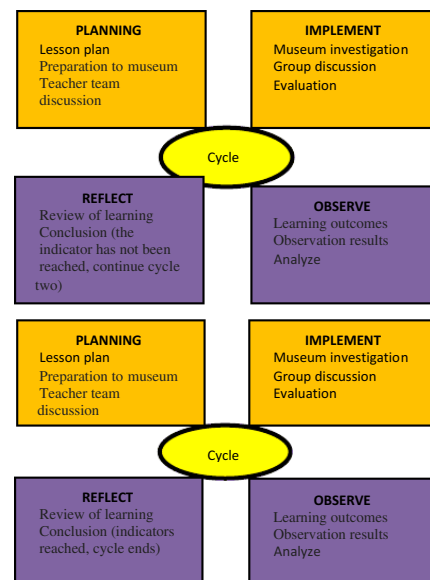
To prove whether direct object media can influence learning outcomes, researchers use classroom action research methods. Through this research can be seen improvement of learning outcomes after implementing learning using direct object media. As well as research conducted by Ananda (2011) proves that the use of direct object media can improve the writing skill of the students in grade IV SDN Banjarsengon 01 Jember in the academic year 2011/2012 after getting the learning of writing the description by using the media object directly enough high. In the first cycle, there were 26 students or 70% of students who completed classically, with an average score of 64.7. In cycle II, students who complete 34 students complete or 94% complete classically, with an average value of 74.2 or more reached the completeness as expected > 60 so that learning is stopped in cycle II. This increase indicates that the writing skill of the student description descriptions increases.

2. RESEARCH METHODS

This study used a qualitative approach to the type of research is classroom action

research (PTK) where teachers and researchers involved in the process of action planning, action, and reflection. Akbar (2009:26) states that the class action research or PTK is a controlled process of investigation to find and solve problems in the classroom. The problem solving process performed in cycles with the aim to improve the quality of teaching and learning outcomes in a particular class. The presence of researchers in the field is necessary for researchers to act as an instrument, which the researchers as activity planners, implementers of learning, collecting, analyzing, and the reporting of research results. On the implementation of the study, the researchers accompanied by the class teacher V as collaborator.

The procedure of research in this study using classroom action research procedure developed by Arikunto (2010:16). The procedure of this study is divided into several cycles as illustrated in picture 3.1 below:



Picture 3.1 Flow Measures in Class Action Research

Picture 3.1 describes the classroom action research procedure in this study

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begins with cycle I covering four stages: planning, action execution, observation, and reflection, so as to know the location of the success and obstacles of action carried out at each cycle.

3. RESULTS AND DISCUSSION

The results of the first cycle

The success of the first cycle if it has exceeded the indicators of success established. There should be analysis and assessment of all the results of the first cycle of action in accordance with the indicators that have been determined. Here is an analysis of the success of the first cycle:

Table 3.1 Analysis of the success of the first cycle

Indicator	result	Result of Cycle I	Information
the average result of learning outcome	≥ 80	75.28	not succeeded

Based on the above analysis it is known that the learning outcomes of the class average of 75.28. These results are known from the value pretest grade V 61.76 into 75.28 in the first cycle, but has not yet reached the average learning outcomes ideal that ≥ 80 .

Reflection

The implementation of learning by using direct object media, the implementation of observing objects in the Museum runs less than the maximum. Due to the number of students in the group are not in accordance with the number of guides provided by the museum, and the lack of observer as a party to help supervise students when observing the objects. Resulting in less than the maximum when work on the problems of evaluation. It shows that in

cycle 2 should be improvements especially at the time of observation in the museum. Learning in the first cycle less than the maximum and do not achieve the desired results, and therefore should be done next cycle. So that needs to be improved in the second cycle in order to achieve better results.

The results of the second cycle

The success of the second cycle if it has exceeded the indicators of success established. There should be analysis and assessment of all the results of the second cycle in accordance with the indicators that have been determined. Here is an analysis of the success of the second cycle:

Table 3.2 Analysis of the success of the second cycle

Indicator	result	Result of Cycle I	Information
the average result of learning outcome	≥ 80	81.25	succeed

Based on the above analysis it can be concluded that the second cycle learning outcomes of the average grade V 81.25 has exceeded the specified result of 80. Therefore, researchers have achieved results that are determined in the second cycle

Reflection

In this second cycle students more flexibility in asking questions, attention can be focused guide to all students. implementation observing objects in the museum goes well, this is because the number of members of the group are proportionate and guides assisted by a teacher, observer and homeroom in supervising students when carrying out investigations. So that the knowledge gained students in the observation of objects in the museum are met, flexibility in asking, the information given uniformly, enthusiastic students and do

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not experience difficulties and hesitation in doing the evaluation questions. Based on the learning outcomes of the average cycle class II proved that learning has been successful, then no further cycles. Therefore, the researchers ended the study in this second cycle.

4. DISCUSSION

Winkel (2009:58) suggests "learning outcomes is the maximum capacity is achieved by a person in effort that generates insights or values prowess". By using the direct object media students' skills in understanding the knowledge that learned. This is shown by the results obtained by students continues to increase in each cycle.

The learning result the average grade on the first cycle increased from pre-action. These results are known from the value pretest grade V 61.76 into 75.28 in the first cycle, but has not yet reached the average learning outcomes ideal is ≥ 80 . Based on these results it is known that On the implementation of learning by using direct object media, the object of observation execution at the Museum runs less than the maximum. Due to the number of students in the group are not in accordance with the number of guides provided by the museum, and the lack of observer as a party to help supervise students when observing the objects. Resulting in less than the maximum when work on the problems of evaluation. It shows that in cycle 2 should be improvements especially at the time of observation in the museum. Learning in the first cycle less than the maximum and do not achieve the desired results, and therefore should be done next cycle.

Improvements in the second cycle is done for the first cycle found less inequality problem and supervisors guide students while at the museum. So on this second cycle students formed into smaller groups with a guide that is uneven, as

many as six guides that were previously only 3 guides. In addition, homeroom teacher and also involved in guiding students while in the museum. So that in the second cycle of learning outcomes obtained an average grade V 81.25 has exceeded the specified result of 80. Therefore, researchers have achieved results that are determined in the second cycle.

5. CONCLUSIONS

Based on the results of the above research, it can be concluded that: the use of direct object media to improve student learning outcomes. Students who learn to use the media object directly easily remember the material faster in completing the task and get good results. When using direct media object is very enthusiastic doing this research. with the result that, learning outcomes can be stimulated by the use of media.

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