

## Efforts To Increase The Learning Outcomes Of Class Xi Ips- 4 Students In The National Income Subject Through The Application Of Training Methods At SMAN I Rambah In Academic Year 2021/2022

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**Abstract,** The research was conducted in class XI IP S - 4 SMAN 1 Rambah in semester 1/Odd semester of the academic year 2021/ 2022. This research activity was carried out in two cycles, namely cycle I and cycle II. Previously, pre-cycle actions were carried out to find out the implementation of learning that had not used a contextual approach. In the pre-cycle where the teacher still uses conventional learning methods, the average test score is 64.78 and the student completeness results are still 52.78% of the 29 students who take the test, only 15 students complete. Student activity in the pre cycle is still 53.57% with quite active category. In cycle I, the teacher has carried out the training approach learning ( Training Methode ) obtained from student learning outcomes obtained an average score of 71.44% and student learning completeness was still 71.42% of the 29 students who took the test there were 26 students who completed their studies. The student activity in the first cycle has increased from the pre-cycle, namely 66.13 or the active category. Although the activities and student learning outcomes from pre-cycle to cycle I have started to increase, they have not reached the expected indicators. Therefore the action continued to cycle II, where the average student learning outcomes were 77.67 and classical learning completeness reached 89.7 %. Likewise, student activity in cycle II also increased, namely 73.44%. or active category. Thus the learning that takes place in cycle II is considered successful because it has reached the indicators. At the planning stage, learning scenarios are prepared and learning tools are prepared. The learning process is carried out using application Training method ( Training method ). The results of the observations were presented in the discussion. At the observation stage, observations of students' activities were carried out and the final results of learning were tested. Performance indicators in the study were the achievement of individual and classical learning mastery of 92.85% . The results of the study prove that the use of learning methods by application Contextual Training ( Training Methode ) can increase the activity and student learning outcomes on National Income materia

**Keywords :** Activity learn ; Learning Outcomes, Application of Exercises.

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### I. INTRODUCTION

One of the musts for a teacher or teacher in carrying out learning is to be able to provide presentation techniques or teaching methods that suit the needs of

students. Providing techniques for presenting material or learning materials that are right on target by teachers can improve learning outcomes. By mastering many presentation techniques or teaching

methods the teaching and learning activities carried out are not boring for students, and are effective and efficient. Selection of the right teaching technique or method for a subject, then student learning outcomes can be efficient and effective and hit the target. This is done because in carrying out tasks in a professional manner, a teacher needs solid insight into presentation techniques or teaching methods which are one of the elements in carrying out teaching and learning strategies. In line with this teaching and learning strategy Roestiyah & Suharto, (2016) suggests that one of the steps to having this strategy is to master presentation techniques or teaching methods.

Teaching methods or presentation techniques can affect learning outcomes. This is in line with opinion Angkowo & A, (2017) who argues that the factors that also determine student learning outcomes are learning approach factors ( *approach to learning* ). This relates to the learning efforts made by students which include learning strategies and methods.

From the results of the learning evaluation carried out previously, it showed that of the 29 students, students who achieved the Minimum Completeness Criteria (KKM), namely 70, were 13 students or 41% while 17 other students or 59% had not yet reached the KKM. This

shows that the learning outcomes obtained have not reached the target of 85% classically. From the aspect of attitude, especially motivation and discipline, it only reached 13 students or 44.8%. Based on the results of problem identification, this is because: 1) students do not prepare themselves to take part in teaching and learning activities, 2) the assignments given are done at school, 3) are not yet independent in doing assignments, 4) have not been given more intensive practice questions to understand the material already studied.

There are various teaching methods that teachers can use to present subject matter. This is in line with opinion Ibrahim & Nana Syaodih, (2003) which states that teaching methods include: the lecture method, the demonstration method, the question and answer method, the discussion method, the observation and experiment method, the training method, the problem solving method, and the assignment method. Besides that Roestiyah & Suharto, (2016) put forward presentation techniques or teaching methods including: discussion techniques, group work, inventions, simulations, *unit teaching* , *microteaching* , brainstorming, inquiry, experiments, demonstrations, field trips, field work presentation techniques, sociodrama and role playing, team systems / *team teaching* ,

PPSI, exercises/ *drills* , question and answer/dialogue, giving assignments and recitations, lectures, social interaction, using computers, *non-directive* , interdisciplinarity.

Training techniques or methods according to Roestiyah & Suharto, ( 2016) is a technique that can be interpreted as a way of teaching in which students carry out training activities, so that students have dexterity or skills that are higher than what they have learned. The use of the training method according to Ibrahim & Nana Syaodih, ( 2003) is quite broad, such as exercises: problem solving, sports/games, arts, skills, composing, work, and others. In general, this method contains a series of activities to repeat an action, until the action is mastered by students.

This training teaching technique according to Roestiyah & Suharto, ( 2016) is usually used to: 1) have motor skills/movement: 2) develop intellectual skills, such as multiplying, dividing, adding, subtracting, taking roots in *congkak* counting; 3) has the ability to connect between one situation and another.

In using training techniques so that they can be effective and efficient (Roestiyah & Suharto, 2016) suggests the need to instill understanding for both instructors and students of the following: a) about the characteristics of an exercise, that

each exercise must always be different from the previous exercise. b) teachers need to pay attention and understand the value of the exercise itself and its relation to the overall lesson in the school. Roestiyah & Suharto, ( 2016) states that for the success of this technique the instructor/teacher needs to pay attention to the steps /procedures arranged in this way: a) use this exercise only for lessons or actions that are carried out automatically, namely those carried out by students without using deep thought and consideration. b) the teacher must choose exercises that have a broad meaning, namely those that can instill an understanding of the meaning and purpose of the exercise before they do it. c) in the introductory exercise the instructor must put more emphasis on diagnosis, because in the initial exercise we cannot expect students to produce perfect skills. d) it is necessary to prioritize accuracy, so that students do the exercises correctly, then pay attention to speed, e) the teacher takes into account the short training time/period so that it is not tiring and boring, but is often done on other occasions, f) teachers and students need to think about and prioritize processes that are essential/basic or core, so that they don't sink into things that are low/don't need to be less needed, g) instructors need to pay attention to individual student differences; so that the

abilities and needs of each student are channeled/developed.

Surya, ( 2014) suggests the results of the learning process is a change in individual behavior. Individuals will acquire new, settled, functional, positive, conscious behaviors. Changes in behavior as a result of learning is the overall behavior that includes cognitive, affective, conative and motor aspects.

Student learning outcomes according to Angkowo & A, ( 2007) are influenced by two main factors, namely factors from within the student and factors that come from outside the student or environmental factors. Factors from within the student especially concerning the ability of the student. This factor has a great influence on the learning outcomes to be achieved. Nana Sudjana in Angkowo & A, ( 2007) revealed that learning outcomes at school are 70% influenced by students' abilities and 30% are influenced by the environment. With regard to factors from within the student, besides the ability factor, there are three other factors namely motivation, interest, attention, attitude, study habits, perseverance, socioeconomic conditions, physical condition, and psychology. One of the most dominant environmental factors affecting learning outcomes is the quality of teaching. What is meant by quality of teaching is the level or effectiveness of the

learning process in achieving instructional goals. This opinion is in line with the theory of learning in schools ( *Theory of school learning* ) from Bloom in Angkowo & A, (2007) that there are 3 (three) main variables in learning theory in schools, namely individual characteristics, teaching quality, and learning outcomes. Some experts mention that there are several types of behavior as learning outcomes. Lindgren in Solar, ( 2014) states that learning content consists of: (1) skills, (2) information, (3) understanding, and (4) attitudes

## **II. RESEARCH METHODS**

This research was conducted at Rambah 1 Public High School. This research was carried out in the 2021/2022 academic year, odd semester from July to August 2021. The subjects studied were Economics subjects with the subject of National Income. The subjects of this study were students of class XI IPS-4 SMA Negeri 1 Rambah for the 2021/2022 academic year, which consisted of 11 male students and 18 female students.

According to research design Jalil, ( 2014) is a clear description of the implementation of learning improvements in each cycle. The research design includes in detail the four stages of Classroom Action Research (CAR), namely planning, implementing, observing or observing, and

reflecting. Furthermore Jalil, (2014) the planning stage includes observation of learning outcomes, identifying factors that influence student learning activities, actions to be implemented, and learning tools. The implementation stage of the research is the learning activities in class as it has been arranged in the learning implementation plan. The observation stage was carried out when the second activity was carried out. The reflection phase is carried out to reveal what has been done.

According to (Arikunto, 2010, 2013) the action research model consists of four stages: (1) planning, (2) implementation, (3) observation, and (4) reflection. In the planning stage the researcher explains what, why, when, where, by whom and how the action was carried out. Execution is the implementation or application of the contents of the design, namely taking action. Observation (observing) namely observation activities carried out by observers. Reflection is an activity to restate what has been done.

In this classroom action research, 2 (two) cycles will be carried out. Each cycle consists of four stages, namely planning, implementing, observing, and reflecting.

Jalil Jalil, ( 2014) suggests the data collection method is the way researchers collect data when improvements take place. There are several methods that are often

used, among others; documents or portfolios, tests, interviews, and observations.

Data collection according to Wardhani & Wihardit, ( 2008) carried out by the teacher as a researcher during the process of implementing the action. Data can be collected by various techniques, such as observation, interviews, diaries, questionnaires, and so on. Observation is one of the most decisive data collection techniques in Classroom Action Research (CAR).

Methods of data collection in this study are value documents, tests, interviews, and observations.

Data analysis techniques according to Jalil, ( 2014) explain how researchers process data to produce a conclusion. Data analysis techniques include quantitative descriptive techniques.

Further Jalil, ( 2014) argues that quantitative descriptive analysis is an analytical technique that uses numerical calculations to measure the level of research success. Quantitative descriptive analysis techniques describe facts about the accuracy of the use of learning models by teachers, student achievement, and student activity during learning takes place. To analyze student achievement, statistical analysis can be used at the end of each learning cycle. There are two things that

will be analyzed, namely: a) assessing the average learning outcomes, b) classical completeness. To determine classical completeness, researchers first set the Minimum Completeness Criteria (KKM).

Wardhani & Wihardit, (2008) suggests data analysis in classroom action research can be carried out in stages, first by selecting and grouping, second by explaining or describing data, and finally concluding or giving meaning.

Miles further , ( 2014) data analysis consists of three streams of activities that occur simultaneously, namely: data reduction, data presentation, and drawing conclusions/verification. Data reduction is a form of analysis that sharpens, classify, directing, discarding unnecessary until the final conclusions can be drawn and verified. Presentation as a set of structured information that gives the possibility of drawing conclusions and taking action. Conclusion means giving meaning to the data that has been collected.

From the opinion above, data analysis in this study used quantitative descriptive analysis, meaning that the data obtained, both quantitative and narrative, would be analyzed by selecting and grouping data (data reduction), data presentation, and drawing conclusions/data verification

### **III. RESEARCH RESULTS AND DISCUSSION**

Initial Each cycle is carried out in 2 meetings, the first meeting students are given practice questions and the second meeting is given an evaluation of the first exercise. To facilitate implementation and evaluation, each student is sorted based on the serial number of the attendance list next to each other.

In the early stages of learning, the teacher first conveys the learning objectives and outline of the learning material. Then each student is given practice questions that will be done in the allotted time. The results of the observations showed that in the discussion of both the first cycle and the second cycle, it was seen that students were active in working on the given practice questions. This is in line with the use of the training method according to Ibrahim & Nana Syaodih, (2003) one of them, through problem solving exercises. This method contains a series of activities to repeat an action, until the action is mastered by students. Besides that (Sanjaya, 2010) suggests a strategy or method is a component that has a function that determines the learning process. Therefore every teacher needs to understand well the role and function of methods and strategies in implementing the learning process.

In terms of cognitive learning outcomes of the first cycle, it can be seen that students worked on the given practice questions. The results show that the number of students who complete is 12 students or 41% and students who do not complete are 17 students or 59%. In the second cycle of the implementation of the training method of 29 students who achieved a level of completeness exceeding the Minimum Completeness Criteria (KKM) 70 as many as 19 students or 65.5%. While students who have not reached the Minimum Completeness Criteria (KKM) are 10 students or 34.5%. This shows that the results of the practice questions increased from the first to the second cycle by 19 students or 65.5%. Even though ideally the mastery of classical learning is 85% of students achieving minimal mastery. While the results of the practice questions up to the second cycle were only 89.7% or 26 students. This means that the practice questions given have not provided maximum learning results.

To find out students' understanding of the exercise questions given, then the next step, students are given evaluation questions, the results of the first cycle show that out of 29 students, 23 students or 79.3% complete and there are as many as 6 students or 20.7% do not complete. In the second cycle the results of the evaluation

questions were 26 students or 89.7% complete and there were 3 students or 10.3% did not complete. This shows that there is an increase in cognitive learning outcomes when given evaluation questions for the practice questions given from the first cycle to the second cycle of 26 students or 89.7%. However, this result classically has achieved the ideal completeness of 85% of students achieving minimal mastery. Because the results achieved were 89.7%.

While the attitude assessment showed that in the first cycle the number of students whose attitudes met the very good and good criteria was 13 students or 45%. And students who have an attitude with enough and less criteria are 16 students or 55%. Whereas in the second cycle it showed the number of students whose attitudes were very good and good as many as 25 students or 86.2%. And students who have an attitude with sufficient criteria are 4 students or 10.8%. This shows the results of the attitude assessment which has a very and good category from the first cycle to the second cycle there is an increase of 12 students or 41.4%. While the results of the attitude of the category of sufficient and less experienced a decrease of 4 students or 10.8%.

In line with the results of this attitude assessment Sanjaya, (2010) argues that affective relates to value (value), which is

difficult to measure, because it involves a person's awareness that grows from within. However, in the educational process at school the attitude learning process is sometimes neglected. This is because the learning process and moral formation have difficulties, namely: 1) the educational process according to the applicable curriculum tends to be directed at intellectual formation, 2) it is difficult to control because there are many factors that can influence the development of a person's attitude, 3) the success of forming an attitude cannot be evaluated by immediately, 4) the influence of technological progress, especially information technology which presents a wide selection of program programs, has an impact on the formation of children's character.

#### **IV. CONCLUSION**

From With the practice method students actively work on the practice questions and evaluation questions given. The strategy or method has a function that really determines the learning process. Therefore every teacher needs to understand well the role and function of methods and strategies in implementing the learning process.

The training method can improve learning outcomes both cognitive and

affective learning outcomes. This can be seen from the results of cognitive learning in the first cycle of 29 students, 12 students or 41% completed achieving the minimum completeness criteria and there were as many as 17 students or 59% did not complete. In the second cycle the results of the evaluation questions were 26 students or 89.7% complete and there were 3 students or 10.3% did not complete. This shows that there is an increase in cognitive learning outcomes when given evaluation questions for the practice questions given from the first cycle to the second cycle of 26 students or 89.7%. However, this result classically has achieved the ideal completeness of 85% of students achieving minimal mastery.

While the attitude assessment showed that in the first cycle the number of students whose attitudes met the very good and good criteria was 13 students or 45%. And students who have an attitude with enough and less criteria are 16 students or 55%. Meanwhile, in the second cycle, the number of students whose attitudes were very good and good was 25 students or 86.2%. And students who have an attitude with sufficient criteria are 4 students or 13.8%. This shows the results of the attitude assessment which has a very and good category from the first cycle to the second cycle there is an increase of 12 students or 41.4%. While the results of the attitude of

the students in the category of sufficient and lacking decreased by 6 students or 20.7%. However, this result classically has achieved the ideal completeness of 85% of students achieving minimal mastery. Because the results achieved were only 86.2%.

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