

Based on observations made by researchers at SDN-5 PanarungPalangka Raya in Indonesian subjects with the subject matter describing the place in accordance with the floor plan. Researchers get into a problem that is, students have difficulty when describing the place in accordance with the plan and pouring their understanding into written or written form. Writing skills of students have not shown maximum results, especially in aspects of writing, use of language, use of spelling and punctuation, support and data / events, and choice of words / diction. Of the 23 students there were 9 students who got a mastery value of 65, while 14 other students had not yet reached the specified completeness value, the average value of these students was 50.

Based on the above phenomenon, the researcher is interested in conducting a class action research entitled: Efforts to improve the learning outcomes of Indonesian by using a 4-D learning model (define, design, develop, desiminate) in grade IV students of PanarungPalangkaraya Elementary School IV.

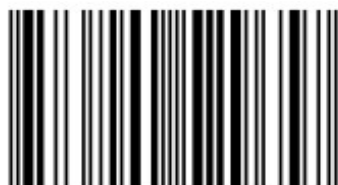


Chandra Anugrah Putra



Dr. Chandra Anugrah Putra: born in Banjarmasin on October 22, 1987, studied Bachelor at STMIK Bandung Bali, Masters in Kalimantan Islamic University of Banjarmasin, Doctorate at Jakarta State University, Educational Technology Study Program. 2015 until now is a permanent lecturer at the University of Muhammadiyah Palangkaraya.

Improvement of Indonesian Learning Outcomes Using The 4-D Model



978-620-0-52965-7

 **LAMBERT**
Academic Publishing

**IMPROVEMENT OF INDONESIAN LEARNING OUTCOMES USING
THE 4-D MODEL**

CHANDRA ANUGRAH PUTRA

Table of Contents

CHAPTER I INTRODUCTION

A. Identification of Problems.....	1
B. Identification of Problems.....	3
C. Limitation of Problems.....	4
D. Problem Formulation.....	4
E. Research objectives.....	4
F. Benefits of Research.....	5

CHAPTER II STUDY OF THEORY AND HYPOTHESES

A. Theoretical Study	7
1. Study.....	7
a. Result Study Concept.....	7
b. Factors That Influence Learning Outcomes.....	8
2. Indonesian Language.....	10
a. Indonesian Learning Objectives.....	11
b. Write.....	12
B. Floor Plan.....	12
C. Definition of Exposition Essay.....	13
D. Instructional Model.....	14
E. Type of Learning Model.....	14
F. 4-D Learning Model... ..	14
a. Objectives of the 4-D Learning Model.....	15
b. 4-D Learning Model Steps.....	16
c. Strengths and Weaknesses of the 4-D Learning Model.....	16
F. Penelitian Relevan.....	17
G. Framework of Thinking.....	17
H. Hypothesis....	20

CHAPTER III RESEARCH METHODOLOGY

A. Methodology..	22
B. Research Subject.....	24
C. Research Design.....	24

1. Pra siklus	24
2. Cycle I	25
a. Action Planner	25
b. Acting	25
c. Observation	27
d. Reflection and Evaluation	27
3. Cycle II	28
a. Planning	28
b. Action	28
c. Observation	28
d. Reflection and Evaluation	28
4. Cycle n	29

CHAPTER IV RESEARCH RESULTS AND DISCUSSION

A. Data Description	38
a. Cycle I Design	42
b. Action	43
c. Observation	44
B. Testing the Hypothesis of Action	66
C. Discussion of Research Results	67

CHAPTER V CONCLUSION

A. Conclusion	70
B. Suggestion	71

BIBLIOGRAPHY

CHAPTER I

PRELIMINARY

A. Introduce

The word education consists of the words students who get the prefix and suffix, which means things or ways to educate. Peorwadarmina (Basri, 2013: 250) states that:

the term education comes from the Greek, namely paedagogie which means guidance given to children. Education is a conscious and planned effort to create an atmosphere of learning and learning process so that students actively develop their potential.

According to Basri (2013: 34) states that: Based on some of the opinions above it can be concluded that education is a process of coaching and guidance that is carried out by someone continuously to students to achieve the desired educational goals.

The use of learning models is one of the learning strategies, to arouse students' learning enthusiasm in learning so that students can more easily understand the learning material delivered by educators. The same thing is needed in learning Indonesian especially the subject matter "describing the place according to the floor plan".

One learning model used to improve student learning outcomes in Indonesian subjects is to use a 4-D learning model (define, design, develop, disseminate).

Media is one of the most important components in the learning process because it brings a significant influence in achieving learning objectives. In this case the media / tools are useful for growing the excitement of learning.

Based on observations made by researchers at SDN-5 Panarung Palangka Raya in Indonesian subjects with the subject matter describing the place in accordance with the floor plan. Researchers get into a problem that is, students have difficulty when describing the place in accordance with the plan and pouring their understanding into written or written form. Writing skills of students have not shown maximum results, especially in aspects of writing, use of language, use of spelling and punctuation, support and data / events, and choice of words / diction. Of the 23 students there were 9 students who got a mastery value of 65, while 14 other students had not yet reached the specified completeness value, the average value of these students was 50.

Based on the above phenomenon, the researcher is interested in conducting a class action research entitled: Efforts to improve the learning outcomes of Indonesian by using a 4-D learning model (define, design, develop, disseminate) in grade IV students of Panarung Palangkaraya Elementary School IV.

This research is important to do, because researchers are interested and inspired to improve learning outcomes by using the 4-D learning model in Indonesian subjects on the subject "describing the place in accordance with the specified floor plan". In order to foster enthusiasm, intention, and activeness of students in the learning process and can increase student learning outcomes in achieving the specified KKM.

B. Identification of Problems

From the above background, the researcher can identify several problems as follows:

1. Learners have difficulty when describing the place in accordance with the plan and pouring the understanding into written or written form.
2. Less use of learning models or appropriate media / picture tools in learning Indonesian with the main material describing the place in accordance with the plan.

C. Limitation of Problems

Based on the identification of the problem above, the researcher gives the limitation of the problem as follows:

1. Students observed were grade IVa students at SDN-5 Panarung Palangka Raya in the 2016/2017 Academic Year.
2. Researchers only examine Indonesian language lessons in writing skills.

D. Problem Formulation

Based on the limitations of the problem above, the formulation of the problem to be asked is:

1. How are the learning activities of students in learning Indonesian by using the 4-D learning model for students in class IVa SDN-5 Panarung Palangka Raya?
2. Is there an increase in Indonesian language learning outcomes after using the 4-D learning model for students in class IVa SDN-5 Panarung Palangka Raya?

E. Research Objectives

The objectives of this study are:

1. To find out the activities of students when describing the place in accordance with the floor plan of writing skills using the 4-D learning model in students in class IVa SDN-5 Panarung Palangka Raya.
2. To improve the learning outcomes of Indonesian students in class IVa SDN-5 Panarung by using a learning model.

Research Benefits

The benefits expected in this study include the following:

a. Benefits of Theoretical Research

The results of this study as scientific input for educational practice, so that it can add information on Indonesian language learning on the subject matter describing the place in accordance with the plan using the 4-D model.

b. Benefits of Practical Research

The results of this study are expected to be beneficial for:

1. The principal, as a reference and input in making policies at the school.
2. Teachers, in order to improve student learning outcomes in describing places in accordance with the plan by using the 4-D learning model in elementary schools.
3. This research, as a vehicle to train themselves in making scientific work and applying knowledge obtained by fellow lecturers, especially in conducting scientific research.

CHAPTER II

STUDY OF THEORY AND HYPOTHESES

A. Theoretical Study

Chaplin (Shah, 2014: 65) states that:

In the psychology dictionary limits learning with two kinds of formulations.

1. The first formula reads:

Learning is the acquisition of changes in behavior that are relatively settled as a result of practice and experience.

2. Second formula:

Learning is the process of obtaining responses as a result of special training.

As for Hintzman (Suyono and Haryanto, 2014: 65) that:

Learning is a change that occurs in an organism, human or animal, caused by experience that can affect the behavior of the organism. So, in Hintzman's view, the change brought about by experience can only be said to be learning when it affects organisms.

So, it can be concluded that learning is a daily routine activity that is lifelong learning, in an effort to improve the quality of oneself so that changes occur in the form of good behavior, knowledge, understanding, and emotional within the individual itself.

a. Result Study Concept

Good (Sukardi, 2010: 214) states that:

Grades are symbols (numbers, letters, or words) that describe the value of considerations relating to the quality of students in achievement during the teaching period.

According to Gagne (sukardi, 2010: 215) that:

Performances that can be observed as learning outcomes are called abilities. So, it can be concluded that the learning outcome is a picture of achieving students' self quality during the learning process.

b. Factors That Influence Learning Outcomes

Learning outcomes are abilities possessed by students after they have received learning experiences. A number of experiences gained by students include the cognitive, affective and psychomotor domains. Learning outcomes have an important role in the learning process because it will provide information to teachers about the progress of students in efforts to achieve learning objectives. Success and not someone's learning is due to several factors that influence the achievement of learning outcomes, which come from within the person who is learning and some are from outside themselves.

According to Munadi (Rusman, 2012: 124), these included internal and external factors:

1. Internal Factors

a. Physiological factors. In general, physiological conditions, such as good health, not in a state of fatigue and fatigue, not in a state of physical disability and so on.

b. Psychological Factors. Each individual in this case the students basically have different psychological conditions, of course this also affects the learning outcomes. Some psychological factors include intelligence (IQ), attention, interests, talents, motives, motivations, cognitive and students' reasoning power.

2. External Factors

a. Environmental factor. Environmental factors can affect learning outcomes. These environmental factors include the physical environment and social environment. The natural environment such as temperature, humidity and others.

b. Instrumental Factors. Instrumental factors are factors whose existence and use are designed according to the expected learning outcomes. These factors are expected to function as a means for achieving planned learning goals. These instrumental factors are in the form of curriculum, tools and teachers.

On the other hand Slameto (2007: 54) states that:

The factors that influence learning are many types, but can be classified into two groups, namely internal factors and external factors. Internal factors are factors that originate in the individual who is learning. There are three factors that become internal factors, namely:

1. Internal Factors

a. Physical factors

Factors that are classified as physical factors that can affect learning are health and disability.

b. Psychological factors

Psychological factors include intelligence (IQ), attention, interests, talents, motives, motivation, cognitive and students' reasoning power.

c. Fatigue factor.

2. External Factors

a. Family factor

Students who learn will receive influence from the family in the form of: how parents educate, relationships between family members, household atmosphere and family economic conditions.

b. School factor

School factors that influence learning include teaching methods, curriculum, teacher-teacher relations, student-student relations, school discipline, teaching and school time, standard of learning, building conditions, learning methods, and homework assignments.

c. Community factors

Community factors that influence learning are in the form of student activities in the community, mass media, social partners and community life forms.

So, it can be concluded that the factors that influence student learning outcomes are factors that include internal and external factors, where both of these factors have a very important role in the process of achieving student learning outcomes.

2. Indonesian Language

As according to Anwar (Kusumaningsih and Saptomo, et al 2013: 13) that "the community will not walk without communication. Communication in this case (influencing language) is a vital tool for human society".

From the above opinion it can be concluded that Indonesian is the official language as a communication tool used in association in society as a mirror of ourselves as Indonesian people.

a. Indonesian Learning Objectives

Basiran (Syahrudin, 2015: 12) states that:

The aim of learning Indonesian is communication skills in various communication contexts.

As according to Akhadiah et al (Syahrudin, 2015: 12) states that:

The purpose of learning Indonesian is that students have the ability to speak Indonesian properly and correctly and be able to live up to Indonesian Language and literature in accordance with the situation and purpose of language and the level of experience of students in elementary school.

Based on some of the opinions above, it can be concluded that the learning objectives are aimed at making students able to appreciate and also Indonesian literature and have good and correct abilities in language.

b. Write

Suparno and Yunus (Dalman, 2014: 4) stated that "Writing is an activity of delivering messages (communication) using written language as a tool and medium".

As according to Marwoto, (Dalman, 2014: 4) states that Writing is expressing ideas or ideas in essays freely.

Based on the above opinion it can be concluded that writing is the process of delivering thoughts, dreams, feelings in the form of symbols, signs, writings, which are meaningful.

B. Floor Plan

Sudjana (susilana, 2007: 92) states that:

Plan is a visual media in the form of graphics, graphic media is defined as a medium that combines facts and ideas clearly and strongly through a combination of the expression of words and images.

As according to AzharAryad (2005: 46) that the floor plan is a variety of events or events, objects as outlined in the form of pictures, lines of words, symbols and images.

So it can be concluded that the floor plan is a visual tool that describes a fact or idea clearly in the form of events, events or objects as outlined in the form of images.

C. Definition of Exposition Essay

Syafi'ie (Hardiyanto 2014: 70) states that:

Exposition is a discussion that seeks to explain the main thoughts that can broaden the knowledge of the reader of the essay. This discourse aims to convey facts regularly, logically and interlocked with the intention to explain an idea, term, problem, process, and elements of something, relationships cause and effect, and so on to be known by others.

Alwasilah, (2005: 11) states that the exposition of writing whose main purpose is to clarify, explain, educate, or evaluate an issue, the author intends to give instructions to the reader.

Based on the above opinion it can be concluded that the notion of exposition is a discussion that seeks to explain the main ideas that can broaden the reader's knowledge whose main purpose is to clarify, explain, educate, or evaluate an issue.

D. Instructional Model

Soekamtodan Winataputra (Salie2016: 14) states that:

The learning model is a conceptual framework that describes systematic procedures in organizing learning experiences for students to achieve learning goals and functions as a guide for learning designers and teachers in planning and implementing teaching and learning activities.

As according to Soekunto, et al (Salie2016: 14) states that:

Learning models are conceptual frameworks that describe systematic procedures in coordinating learning experiences to achieve certain learning goals and serve as guidelines for learning designers and instructors in planning teaching and learning activities.

Based on the above opinion it can be concluded that, the learning model is a learning framework (guideline) systematically arranged to improve teaching and learning activities to help the achievement of the learning objectives themselves.

E. Types of Learning Models

1. According to Sugiyanto (2007: 70) suggested that there are many types of learning models developed by experts in an

effort to optimize student learning outcomes. The learning model consists of:

1. The contextual learning model
2. Cooperative learning models
3. Quantum learning model
4. Integrated learning model
5. Problem-based learning model (problem based learning-PBL)

F. 4-D Learning Model

The device development model as suggested by Sivasailam Thiagarajan, Dorothy S. Semmel, and Melvyn I. Semmel, (Trianto 2012: 189) is: 4-D model. This 4-D model consists of 4 stages of development, namely define, design, develop, and disseminate, or be adapted into a 4-P model, which is defining, designing, developing, and distributing.

Meanwhile, according to Rusdi (Trianto 2012: 190) the 4-D (Four D) development model is a learning device development model.

So it can be concluded that the 4-D model is a development model, which consists of 4 stages of development, namely define, design, develop, and disseminate, or be adapted into a 4-P model, namely defining, designing, developing, and distributing.

a. Objectives of the 4-D Learning Model

According to Benny A. Pribadi (Suparman, 2012: 105) states that "The application of the 4-D learning model aims to create successful learning,

namely learning that is able to help students achieve the desired competencies".

While AT&T or America Telephon & Telegraph (Rusman, 2012: 90) states that "the 4-D model is a recipe for compiling events and activities needed to provide direction towards achieving certain learning goals".

So, it can be concluded that the goal of the 4-D model is to create successful learning and learning that is able to help students achieve the desired competencies.

a. 4-D Learning Model Steps

According to Trianto, (2012) states that the steps of the 4-D model are as follows:

1. Defining Phase

The purpose of this stage is to establish and define learning requirements. At this stage, an analysis is carried out to determine the learning objectives and the limits of the material to be developed.

2. The Planning Stage (desing)

This stage aims to design learning tools that will be used in learning.

3. Development Phase (develop)

The purpose of this stage is to produce learning tools that have been reviewed based on expert input.

4. Dissemination Stage

This stage is the stage of using learning tools that have been developed.

The steps of the 4-D model in learning Indonesian on the subject matter describe the place in accordance with the plan on writing skills as follows:

1. The teacher displays a picture of the floor plan to students who will be described.
2. The teacher asks students to pay attention to the drawing plan.
 - a. The teacher asks students to describe the floor plan in writing.
 - b. The teacher explains, when describing a floor plan in written form, there are several aspects that must be considered, such as writing, use of language, use of spelling and punctuation, support and data / fact events, and choice of words / diction.
4. The teacher reviews the students' understanding of the material that has been submitted by giving evaluation questions in the form of essay questions.

b. Strengths and Weaknesses of the 4-D Learning Model

- a) According to Mahmud (Trianto, 2012: 198) states that:
- b) the advantages and disadvantages of the 4-D model include:
 - c) a) It is more appropriate to be used as a basis for developing learning devices not for developing learning systems,
 - d) b) The description seems more complete and systematic,
 - e) c) In its development involves the assessment of experts, so that before being tested in the field, learning tools have been revised based on the assessment, suggestions, and entry of experts.

- f) a) There is no clarity regarding the method that should take precedence between concept analysis and task analysis.
- g) On the other hand Thaiagarajan, (Mulyatingsih, 2011: 105) that the advantages and disadvantages of the 4-D model include:

1. Strengths of the 4-D Model

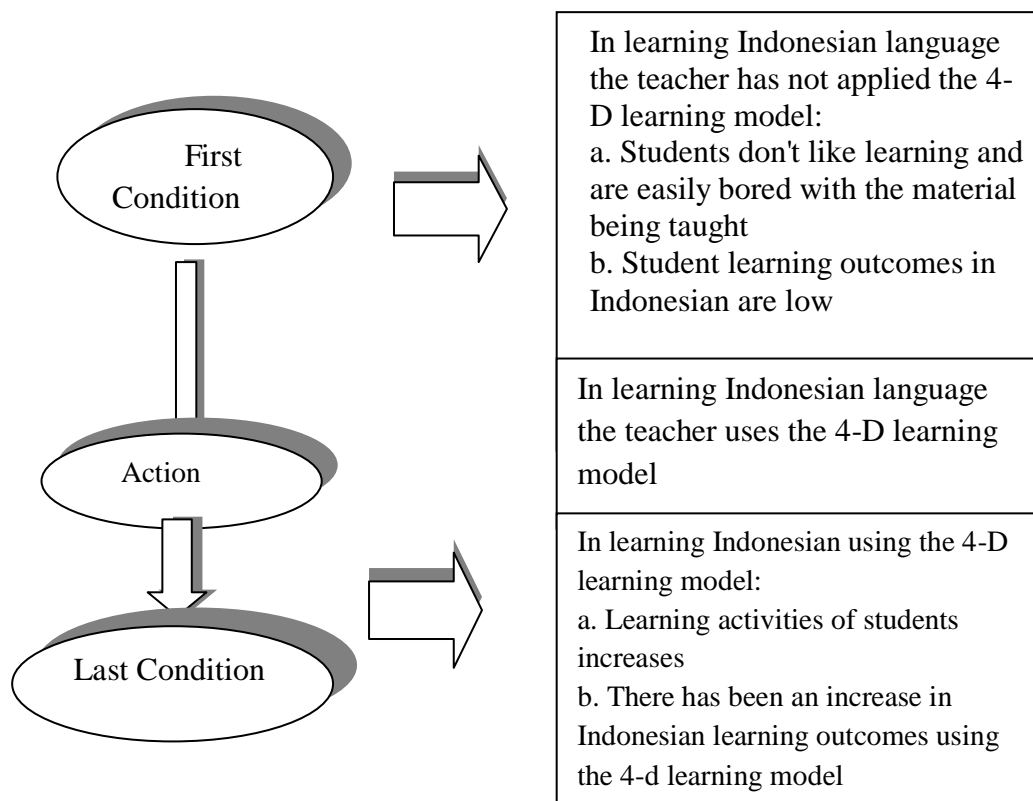
- h) a) The main foundation of education in Indonesia is based on a predetermined curriculum, therefore in the preparation of learning tools the curriculum analysis must first be done. In this model curriculum analysis can be done at the front end analysis step.
- i) b) Make it easier for researchers to take the next step. For example, a task analysis and concept analysis help researchers determine the TPK.
- j) c) In stage III the researcher can freely conduct trials with repeated revisions until a learning device with a maximum quality (final) model is obtained.

2. Weaknesses of the 4-D Model

- k) a) This model lies in the analysis of tasks that are parallel to the analysis of concepts and not determined the analysis that was first carried out.

G. Framework of Thinking

Using the right learning model in the learning process greatly affects the learning outcomes of students when learning. Thus the role of a teacher in determining the right learning model, can improve student learning outcomes.



H. Hypothesis

1. According to Good and Scates (Salie, 2016: 30) states that:
2. Hypothesis is an interpretation or reference that is formulated and accepted temporarily which can explain the facts observed or observed conditions, which are used as a guide for further research steps.
3. Meanwhile, according to Purwanto and Sulistyastuti (Salie, 2016: 31) that "Hypothesis is a statement or allegation that is temporary about a research problem whose truth is still weak (not necessarily the truth) so it must be tested empirically.
4. So, it can be concluded that the hypothesis is an interpretation or reference that is formulated and accepted

for a while on a research problem whose truth is still weak (not necessarily the truth) so it must be tested empirically.

5. Based on the study of theory and framework of thinking, the hypotheses in this study are as follows:
 1. Learners' learning activities while taking part in learning Indonesian by using the 4-D model are more active.
 2. There is an increase in Indonesian Language Learning outcomes using the 4-D model for students in grade IVa SDN-5 Panarung in the 2016/2017 Academic Year.

CHAPTER III

RESEARCH METHODOLOGY

A. Methodology

This type of research used in this research is classroom action research (PTK) with the aim of improving writing skills and learning outcomes of Indonesian language in students at SDN-5 Panarung especially in class IVa.

According to Hopkins (Muslich, 2013: 8) states that:

CAR is a form of reflection study, which is carried out by the action taker to improve the rational determination of his actions in carrying out the task and deepening the understanding of the conditions in learning practice.

Meanwhile, according to Mcniff (Wijaya Kusumah and Dedi Dwitagama, 2012: 8) states that "PTK is a form of reflection research conducted by teachers themselves whose results can be used as a tool for the development of teaching skills.

So, it can be concluded that CAR is a form of study that is reflective of the action taker, namely by the teacher himself to improve student learning outcomes in the learning process.

B. Research Subject

The subjects of this study were Panarung SDN-5 grade IV students, located on Jl.Jati Raya II No. 22, Panarung Village / Pahandut District, Palangka Raya City.

C. Research Design

Pre-cycle is done to give students a pretest on the material describing the place in accordance with the predetermined plan and obtain data from students to be used as a reference in planning the cycle of action I. After knowing the ability of these students, the pretest result data is analyzed to determine the participant's data students who do not understand the material describe the place in accordance with the specified floor plan. Students who still get a value below the minimum completeness criteria (KKM) will then be used as a research sample and continue in cycle I, if cycle I has not been successful then continue in cycle II, and so on until cycle N.

The design used in this study was a classroom action research design carried out through I cycle. According to Kemmis and Mc.Taggart (Kasbollah, 2009: 30) states that "each cycle through four stages, namely 1) Planning, 2) Execution, 3) observation (observation), 4) Reflection".

The steps of the classroom action research cycle can be seen in the form of the following chart:

a. Action Planner

The main action taken is compiling a learning plan, compiling student activities and making research instruments in the form of questions. But what is done first is a preliminary test in comparing the success of actions through learning activities.

b. Acting

In carrying out the action steps taken as follows: (1) carry out the learning process of learning by giving essay writing problems without using a media plan with the reason the research wants to know the extent to which the knowledge of writing essays according to ideas, opinions, thoughts, developing titles, points of thought becomes a sentence because the researcher thinks that the IV class of students begins to be taught writing essays (2) making observations about the activities of students during the learning process takes place (3) provides a final test.

Steps during the learning process:

1) Preliminary Activities

- a) The teacher greets
- b) The teacher invites students to pray before starting work
- c) Teachers attend student trainees
- d) The teacher conditions students
- e) Teachers and students question and answer about the previous material
- f) The teacher conveys the learning objectives

2) Core Activities

- a) Explain the material describing the place according to the floor plan.
 - b) The teacher asks students to describe the floor plan in writing or writing, by paying attention to aspects of writing namely aspects of writing, use of language, use of spelling and punctuation, support and data / events, choice of words / diction.
 - c) Each student collects his work
 - d) Discuss together the work of each student
 - e) Hold questions and answers about writing essays according to the floor plan.
 - f) Conduct evaluation of research results
- 3) Final Activity
- a) Summing up the results of today's learning
 - b) Provide opportunities for students to express their opinions about the learning that has been followed
 - c) Binding motivation, reinforcement and appreciation of student learning outcomes
 - d) Provide practice questions
 - e) Close the learning by saying greetings

c. Observation

Observations and observations are made by observing and recording all activities of students who seem to take place during the learning

process. The purpose of observation is to be used as material for improvement and refinement for subsequent actions.

d. Reflection and Evaluation

In the first and second rounds, a preliminary test is carried out. In the first round of research, reflecting with peers, examining issues that are a problem for students in writing essays with Indonesian language learning materials, the subject describes the place according to the plan. If the first cycle has not yet reached the criteria for success of the action then proceed to the second cycle.

3. Cycle II

a. Planning

At this stage the researcher identified the use of learning models in the Indonesian language learning process and made actions for the second cycle.

b. Action

At this stage the researcher applies the design of the learning model according to the action in cycle I.

c. Observation

In this stage the observation (observation) is a class teacher and one student who observes the ongoing teaching and learning process by filling out the observation sheet of student activities that have been provided.

d. Reflection

At this stage the researcher carries out an analysis and evaluation obtained from the results of action II that have been carried out, if successful a conclusion will be drawn and then will compile a research report.

4. Cycle n

This research was conducted if the students' activities had not reached the desired score in the first cycle and second cycle.

Data collection technique is a method used to collect data systematically with standard procedures and is often done by people. To obtain data in research, researchers use data collection techniques as follows:

1. Test

Written test technique, which is meant is where the questions and answers given to students in the form of materials and written essays in accordance with the floor plan, while learning test results are used to measure knowledge of the material. Written tests are used to measure the value of student learning outcomes regarding mastery of the material.

There are two ways to test research:

a) Pre-test (initial test), which is carried out with the aim of knowing the extent to which learning material has been mastered by students. So the pre-test (initial test) is a test that is carried out before the learning material is delivered.

b) Post-test (the last test) is carried out with the aim of knowing whether the subject matter that is classified as important can be mastered well by the students. The contents or material of the last test are classified as important learning materials that have been taught to students and the final test text is made the same as the initial test.

2. Observation (Observation)

Observation is a data collection tool by making observations directly to the object of research to look more closely at the activities carried out. Observation in this case will be directly carried out by the relevant researcher.

3. Test the instrument

To test the validation of the instrument, the instrument test is used. Instrument test is a test used to show the extent to which the measuring instrument used in a gauge with what is measured.

The data collection instrument in this study was the student's test instrument in describing the place according to the plan using the predetermined plan media, and observed by the observer team after the end of the teaching and learning process.

The steps in preparing the test items are:

1. Compilation of a grid referring to the class VI syllabus and the basic education unit level curriculum (KTSP).

2. Arranging question items.

The data management stage is an important stage in a research, because this stage the researcher can formulate the results of his research and the data collected from each activity carried out in the cycle are analyzed descriptively using percentages to see trends that occur in learning.

Quantitative

Quantitative data comes from pre-tests conducted before learning and posttests conducted at the end of learning.

Calculating the Average Grade

According to Syopian, (2011: 20) calculates the average using the mean formula using the following formula:

$$\bar{X} = (\sum X_i) / n$$

Information:

X = grade point average

$\sum X_i$ = Total value obtained by students

n = Number of students

Calculate the Completion Percentage Classically

The mastery of learning Indonesian that is determined at SDN-5 Panarung Palangka Raya is 65. Calculate the percentage of students' mastery learning classically using the formula:

$$TB = (\llbracket s \geq 65 \rrbracket) / n \times 100\%$$

$\llbracket s \geq 65 \rrbracket$ = Number of students who received a value greater than or equal to 65.

n = Many students

100% = Fixed Numbers

TB = mastery learning Santyasa (in Fajar 2014)

Qualitative

Qualitative data obtained from the results of observations referred to to know the advantages and disadvantages of learning conducted.

Qualitative data were obtained from activities towards researchers and activities towards students in the process of teaching and learning activities by applying the 4-D model.

According Bidininggarti (2010: 38) to assess the activities of students used the following categories:

4 = Very good

3 = good

2 = Enough

1 = Less

Indicators of Research Success

Indicators of success to be achieved in this study are as follows:

The activities of students in this study can be determined from the results of observation during learning. Student activities are said to be successful or increase if all students achieve a score of ≥ 45 in the category (good) and (not good) in learning Indonesian, which is to achieve a score of 45 or more with the categories below:

Category:

0 - 12 = Very less

13 - 25 = Not good

26 - 38 = Good enough

39 - 51 = Good

52 - 64 = Very good

KKM learning that has been set by SDN-5 Panarung Palangka Raya for Indonesian subjects ≤ 65 . Indicators of success in this study are said to be successful if the student learning outcomes reach an individual mastery value ≤ 64 and classically 85%.

CHAPTER IV

RESEARCH RESULTS AND DISCUSSION

A. Data Description

Validity test to determine the validity of the items made, the research validates the questions by using stages namely, content validity by testing the instrument through the help of two validators to see the level of appropriateness of the instruments used. The results of the validation of two validators said that the instrument was in accordance with and suitable for use in research. The validation results of the two validators are attached in the validation test attachment.

Pre-action test aims to determine the level of students' use of the material that will be used as a learning topic before class action research is carried out. Tests carried out by providing essay questions with the number 1 item.

The average value and the completeness of the learning outcomes obtained from the initial test results of the fourth grade students of Panarung Palangka Raya SDN-5 in the average value of 55.21 and mastery learning by 39.13% including in the criteria is very less achieved. The average value obtained by students by 55.21 still does not meet the minimum completeness criteria of 65 and the completeness value of learning outcomes of 39.13% is also far from the classical completeness criteria of 85%. So at the beginning of the test in the determination of the level of achievement of learning outcomes do not meet the requirements for mastery learning.

Preliminary test data in the pre-test table shows the level of ability of students before class action research is carried out which is detailed as follows:

- a. Of the 23 students, none of the students got a score of 100.
- b. Of the 23 students, there were no students who scored 95.
- c. Of the 23 students, there were no students who received a score of 90.
- d. Of the 23 students, there were no students who scored 85.
- e. From 23 students, there was 1 student who got a score of 80.
- f. From 23 students, there were 3 students who got 75 scores.
- g. Of the 23 students, there were 5 students who got a score of 70.
- h. From 23 students, there were 2 students who got a score of 60.
- i. Of the 23 students, there were no students who got a score of 55.
- j. From 23 students, there were 2 students who got a score of 50.
- k. From 23 students, there was 1 student who got a score of 45
- l. From 23 students, there were 8 students who got a score of 40.
- m. From 23 students, there was 1 student who got a score of 35

Data from the results of the pre-test conducted at the time of pre-cycle / pre-action there were 9 students who reached the minimum completeness criteria (KKM) that has been set that is 65. In the first cycle only 14 students will be the focus of research.

a. Cycle I Design

At the planning stage the researcher compiles a first cycle learning plan that includes basic competencies, indicators, subject matter, items preparing for the test (post test) using the 4-D model. Observers sheets of teacher and student activities during learning are used to assess learning activities and learning Indonesian.

b. Action

The action taken in this stage is implementing the learning plan

I. Following is a general description of the learning process:

1) Initial activity

a) Saying an opening greeting and inviting students to pray together

b) Absent students' attendance and condition class

c) Delivering learning objectives

2) Core Activities

a) The teacher explains the learning material

b) The teacher gives a sheet of paper containing a floor plan to each student.

c) The teacher asks students to observe the plan that has been given

d) Then the teacher asks students to describe the floor plan in written form.

e) Previously the teacher explained aspects that must be considered when describing the floor plan in written form, such as writing, use of language, use of spelling and punctuation, event support, and choice of words / diction.

f) Teachers give students the opportunity to ask questions

g) The teacher observes the activities of students in the learning process

3) Closing

a) The teacher motivates students to be more active in learning

b) The teacher together with the students conclude the learning material

c) The teacher ends the learning by praying and saying hello

C. Observation

The results of the study in cycle I consisted of teacher and student activity data obtained from observer I and observer II.

Learning outcomes data obtained from tests conducted after completing the implementation of classroom action research activities cycle I. The questions given in the post test are the same as the questions given in the pre-cycle / pre-action activities, which amounted to 1 item essay.

The results of the post-test of the first cycle showed the learning outcomes of students in class IVa SD-5 Panarung Palangka Raya with an average of 67.82 with a classical completeness of 78%

included in the sufficiently achieved criteria. Because they have not met the classical mastery learning requirements and some students have not yet reached the mastery learning set for Indonesian subjects which is 65.

The post test results data in the above table shows the level of students' abilities during the first cycle of classroom action research which is detailed as follows:

- a) Of the 23 students there were no students who scored 100.
- b) From 23 students there were 2 students who got a score of 90.
- c) Of the 23 students there were 4 students who scored 80-85.
- d) From 23 students there were 3 students who scored 70-75.
- e) Of the 23 students there were 4 students who scored 60-65.
- f) Of the 23 students there is 1 student who scores 45-55

1) Reflection

Data Reflection is done after all learning activities are completed. During this reflection, the researcher and two observers (Obsever) get some obstacles in applying the 4-D model.

Based on the results of reflection on learning both in terms of the process and in terms of the results indicate that the action cycle I has not shown the maximum point of success so that research must continue in the second cycle to see the extent of success achieved in improving the learning outcomes of Indonesian students by applying model 4 -D in the learning process.

In this planning cycle II, to correct the weaknesses in cycle I, the researcher made the following plan:

- 1) The teacher requires a media plan floor image with a larger scale, with the aim to focus the attention of students on the material to be taught.
- 2) With the drawing plan, the teacher will more easily explain learning material that leads to learning using the 4-D model, such as writing, use of language, use of spelling and punctuation, support and data / facts events and choice of words / diction, when describe the place in accordance with the plan into written form.

a. Action

The actions taken in this stage are carry out the implementation plan of learning cycle II.

Following general description of the learning process:

Learning steps :

1) Initial Activity Phase

a) The teacher greets and invites students to pray together.

b) Validating attendance and conditioning class.

c) Delivering learning objectives

2) Core Activity Stage

a) The teacher explains the learning material

b) The teacher displays the media plan on the blackboard that has been in the temple in the paper dikkatkaton.

c) The teacher explains to students aspects that need to be considered when describing floor plans such as writing, use of language, use of spelling and punctuation, data support and facts of events, and word selection.

d) The teacher describes the floor plan in writing, and is written on the board.

e) The teacher gives the opportunity for students to ask if there is material that is not yet understood.

3) The final activity stage

a) The teacher concludes learning

b) The teacher revises the students' understanding of the material that has been submitted by providing evaluation questions (post test).

c) The teacher invites students to pray together and say hello.

b. Observation

At this stage the researcher (another teacher / colleague) carries out an observation of the activities carried out by researchers.

c. Reflection

At this stage the observer researcher (observer / colleague) evaluates the action and conducts a meeting for discuss the results.

The observations in the second cycle can be seen and

obtained as follows:

1) Data on Cycle Teaching and Learning Situation II

Teaching situation data (teacher and student activities) is data about the situation and learning activities in class when class action research is conducted.

The activities of educators and students observed by observer I (teachers) for students numbered 51 with an average of 3.92 (good), and observations by observer II (students) for students numbered 50 with an average value of 3, 84 (good). Then the average is 51 with an overall average of 3.92 (good).

Learning outcomes data obtained from tests conducted after the completion of the class II cycle action research activities. The questions given in the post-test are the same as the questions given in the pre-action activities, which are 1 item essay questions.

Post test results data indicate the level of ability of students at the time of class II cycle action research which is described in detail as follows:

- 1) From 23 students there were 2 students who got a score of 95.
- 2) From 23 students there were 3 students who got a score of 90
- 3) From 23 students there is 1 student who scores 85.
- 4) From 23 students there were 5 students who got a score of 80.
- 5) Based on calculations on table 14 it is known that there is an increase in the value of learning outcomes at the end of the

second cycle of the fourth grade students of Panarung Elementary School SD-5 with an average value of 80 that has met the minimum completeness criteria of 65 and completeness of learning outcomes by 100% has exceeded the classical completeness criteria 85% determined.

- 6) Based on the value of student learning outcomes referred to by the dash (-) from the initial test, the final test of the first cycle, and the final test of the second cycle states that the students have reached the specified minimum completeness criteria (KKM) score of 65.

- a. Reflection cycle II

Reflection data is carried out after all learning activities in cycle II are completed. When doing this reflection the researcher and the two observers (observer) discuss to discuss learning activities that have been carried out based on the results of observations in which:

- 1) Implementation in this second cycle, researchers are more maximized in class conditioning and delivery of material and provide motivation for participants to be bound by participation in participating in learning activities well and strive to improve their learning outcomes, so that students are more active in learning process activities. Through learning outcomes that have been done in observer II cycle

provide suggestions that is for the application of the 4-D model to be applied in delivering subject matter, especially Indonesian subjects.

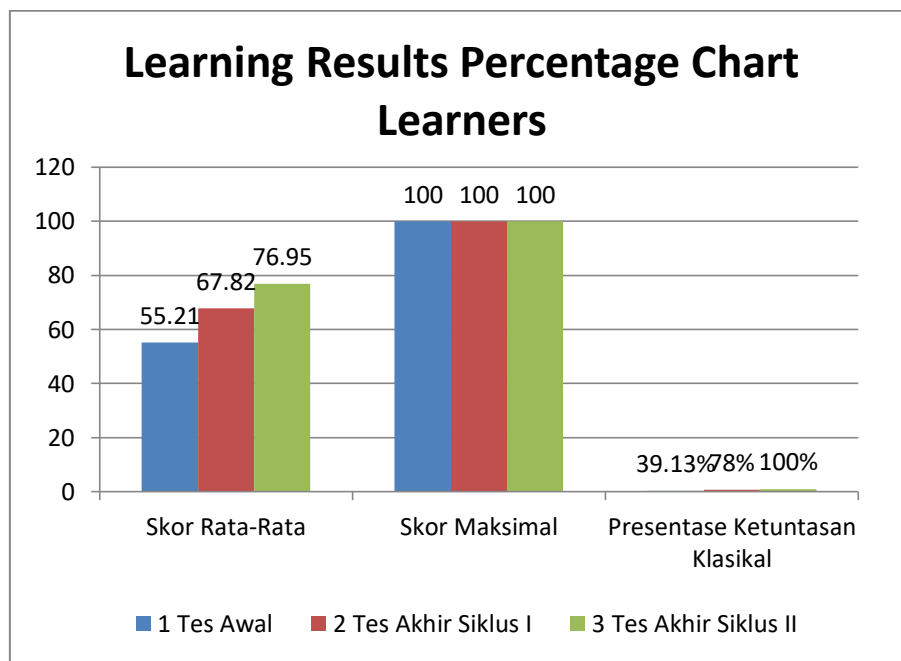
2) In applying the 4-D model to the material describing the place based on the floor plan of teacher writing skills guiding and guiding students to be active in classroom learning, the impact is the activity of learners increases, with a score of 49 with almost excellent criteria in accordance with indicators of achievement that have been achieved set.

3) Explanation of the material by the teacher is delivered with the maximum and best possible so that it has an impact on student learning outcomes so that the classical learning outcomes of students reach 100% with the category is very achieved, the results are in accordance or meet the established achievement indicators.

4) By giving awards in the form of praise to students for the success of students and motivating students who are still experiencing learning difficulties, so that the impact of student learning outcomes increases by an average of 85%, with 100% classical completeness. So that this research is not necessary proceed to cycle III.

Based on the results of the observation sheet of students in the first cycle the average score obtained by students was 41 with

good criteria, whereas in the second cycle the average score obtained by students was 49 with good criteria.



The student learning outcomes graphic diagram above can be seen that in the initial data the average value of students only obtained a value of 55.21, this value is still below the specified completeness criteria of 65. The students' completeness results only obtained 39.13%, this value is very far from the value of the specified classical completeness criteria which is 85%. Then in the first cycle the average value of students increased to 67.82 with the results of classical learning completeness of students 78%, this value almost reached the specified classical completeness criteria. So it must optimize the learning process again in the second cycle which gets an average value of 76.95 with the classical learning completeness of students' learning 100%. This has reached the indicators of research

success that have been determined namely the learning outcomes of students reaching $KKM \geq 65$ with 85% classical completeness.

B. Testing the Hypothesis of Action

Based on the action hypothesis set out in the previous chapter, the action hypothesis will be verified as follows:

1. Student Learning Activities Are More Active During the Indonesian Language Learning Process Using 4-D Models in Class IV SDN-5 Panarung Palangka Raya in 2016/2017 Academic Year.

In testing hypotheses the actions of students' learning activities are used to find out the truth in increasing student learning activities.

Based on observations and data obtained in the first cycle, the activities of students obtained an average score of 41 with quite good criteria. In cycle II, the average score was 49 with good criteria. These results have reached an indicator of the success of the learning activities of students who have been set ≥ 45 . This shows that students in grade IVa SDN-5 Panarung Palangka Raya are active when learning Indonesian by applying the 4-D model so the action hypothesis is verifiable.

1. Indonesian Language Learning Outcomes for Students in Class IV SDN-5 Panarung Palangkaraya Using the 4-D Model.

Based on the test results and the data obtained from the initial test data, student learning outcomes obtained an average value of 55.21 (below $KKK \geq 65$) with classical completeness of 39.13%. In the first cycle of student learning outcomes obtained an average value of 67.82 with a classical completeness of 78%. In

cycle II the results of students obtained an average value of 76.95, with a 100% classical completeness. This has reached the indicators of research success that have been determined namely the learning outcomes of students reaching $KKM \geq 65$ with 85% classical completeness. This shows that there is an increase in Indonesian language learning outcomes for grade IV students by applying the 4-D model in learning, so the action hypothesis is verified.

C. Discussion of Research Results

Based on data analysis conducted on the activities of students, it can be obtained the results of student activities in each cycle. In the first cycle, students' activities gained an average score of 41 with criteria (Good). With the criteria good enough in the first cycle because students are able to work together and communicate in the learning process. In cycle II the activities of students gained an average score of 49 with good criteria. This has reached the indicator of mastery learning activities of students who have been determined ≥ 45 , with 85% classical completeness. With the good criteria in the second cycle there is to motivate students in the learning process that looks more active in interacting, and able to answer questions given by the teacher. This shows that students are more active when learning Indonesian by applying the 4-D model.

1. Learning Outcomes of Indonesian Students

Based on data analysis conducted on the results of students it can be concluded and can be obtained student learning outcomes from the initial test, the final test cycle I and the final test cycle II. In the initial test, student learning outcomes obtained an average score of 55.21 (below $\text{KKM} \geq 65$) with classical completeness of 39.13%. In the first cycle students' results obtained an average value of 67.82, with a classical completeness of 78%. In cycle II the students' learning outcomes increased to an average value of 76.93 with a classical completeness of 100%.

Based on these results there is an increase

Indonesian students learning outcomes. It can be concluded that the application of the 4-D model in the Indonesian language learning process can improve

aspects of student activity during the learning process and can improve student learning outcomes. Improved students' ability and understanding can be seen from the two learning outcomes of cycle I and cycle II.

The 4-D model can be applied to Indonesian language learning to increase the creativity of individual students.

CHAPTER V

CONCLUSION

A. Conclusion

Based on the results of research conducted on learning Indonesian on the subject matter describing the place according to the floor plan using the 4-D learning model at SDN-5 Panarung Palangka Raya in the 2016/2017 Academic Year, the following conclusions can be drawn:

1. Learning activities of students in Indonesian language learning using the 4-D learning model, the students of class IVa SDN-5 Panarung Palangka Raya, the data in cycle I obtained a score of 41 with criteria (Good), while the second cycle increased to 49 with criteria (Good) the score has met the student activity score in learning ≥ 45 .
2. There is an increase in Indonesian language learning outcomes using the 4-D learning model in class IVa students of SDN-5 Panarung Palangka Raya. Initial data obtained an average of 55.21 with classical completeness of 39.13%, whereas in cycle I 67.82 with completeness classical 78%, and in the second cycle the average value of 76.95 with 100% classical completeness.

B. Suggestion

Noting the research results that have been achieved by researchers in order to improve the quality of learning and learning outcomes of students, the researcher suggests to those who are directly related to the learning process at school, so that:

1. For school principals, as one of the media in improving the quality of learning activities in schools.
2. For teachers:
 - a) As a guideline for formulating methods, teaching strategies that are more appropriate using existing learning models, so that the learning process is not boring.
 - b) Things that need to be considered in applying an approach or technique are learning objectives.
 - c) If this research method is used by teachers, especially Panarung SDN-5, the procedures and steps that researchers have taken can be a guide in implementing learning.

Bibliography

- Alwasilah. 2005. *Pokoknya Menulis; Cara Baru Menulis dengan Metode Kolaborasi*. Bandung. PT Kiblat Buku Utama.
- Azhar, Arsyad. 2005. *Media pembelajaran*. Jakarta. RajaGrafindo.
- Basri Hasan. 2013. *Landasan Pendidikan*. Bandung; CV Pustaka Setia.
- Bidiningarti. 2010. *Metodologi Penelitian tindakan Kelas*. Singaraja : Universitas Pendidikan Genesa.
- Dewi Kusumaningsih, dkk. 2013. *Terampil Berbahasa Indonesia*. Yogyakarta: C.V Andi Offset.
- Dalman. 2014. *Keterampilan Menulis*. Jakarta: PT RajaGrafindo Grup.
- Dyah Endrayanti, Parmati, dkk. 2014. *Pengembangan Multimedia Pembelajaran Intraktif dengan Model 4-D Pada Mata Pelajaran IPS Terpadu Pada Siswa Kelas VIII di SMP Singaraja 2014/2015*. Universitas Pendidikan Ganesha.
- Hardianto, Edwan. 2014. *Peningkatan Kemampuan Menulis Teks Eksposisi Melalui Tehnik Tanya Jawab Pada Siswa. Jurnal Pendidikan, Volume, No 1, Halaman 69-75*.
- Kasbollah. 2009. *Penelitian Tindakan Kelas*. Depdikbud Dirjen Dikti Proyek PGSD.
- Muslich Masnur. 2013. *Melaksanakan PTK itu Mudah*. Jakarta : Bumi Aksara.
- Rusman, 2012. *Model-Model Pembelajaran : Sri manajemen Sekolah Bermutu*. Jakarta : Raja grafindo Persada.
- Ratna Sari, Dewi Sri Utami, dkk. 2015. *Pengembangan Bahan Ajar Geografi Berbasis Problem Based Learning KD 3.7 dan KD 4.7 Materi lingkungan Hidup Pada Peserta Didik SMAN-4 Sidoarjo Kelas XI IIS 3*. Jurusan Pendidikan Geografi.

- Syahrudin Noor. 2015. *Upaya meningkatkan hasil belajar bahasa Indonesia dengan menggunakan model pembelajaran kalaborasi pada siswa-siswi kelas IV SDN Selat Hilir Kuala Kapuas tahun pembelajaran 2014/2015*. palangkaraya: universitas Muhammadiyah Palangka Raya.
- Syah Muhibbin. 2013. *Psikologi Belajar*. Jakarta; PT Rajagrafindo Persada.
- Sukardi. 2010. *Evaluasi pendidikan*. Jakarta timur; PT Bumi Aksara.
- Slameto.2007. *Belajar Dan Faktor-Faktor yang Mempengaruhinya*. Jakarta: Rineka Cipta.
- Syopian Sireger, 2011. *stasistika Deskriptif untuk Penelitian*. Jakarta : PT RajaGrafindo.
- Salie, (2016) *Upaya meningkatkan hasil belajar bahasa Indonesia dengan menggunakan model pengajaran langsung pada peserta didik kelas III SDN-3 panarung palangkaraya tahun pelajaran 2015/2016*.Palangkaraya: Universitas Muhammadiyah Palangka Raya.
- Suparman. 2012. *Desain instruksiaonal Modern*. Jakarta; Erlangga.
- Suyono, Haryanto. 2014. *Belajar Dan Pembelajaran*. Bandung; PT Remaja Rosdakarya.
- Sugiyanto. 2007. *Modul Pendidikan Dan Latihan Profesi Guru (PLPG): Model-Model Pembelajaran Inovatif*. Surakarta: Panitia Sertifikasi Guru Rayon 13 Surakarta.
- Trianto. 2012. *Mendesain Model Pembelajaran inovatif- Progresif*. Jakarta: Kencana Preneda Media Grup.
- Wijaya Kusumah, Dedi Dwitagama. 2012. *Mengenal Penelitian Tindakan Kelas*. Jakarta : PT Indeks.