



Efforts to Improve the Learning Process of Students Using the Learning Start with a Question Learning Method in Science Subjects in Class IV SD Islam At Taubah

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Abstrak

Keberhasilan proses pembelajaran sangat berkaitan dengan peran guru dalam mendidik siswa di sekolah sehingga guru perlu melakukan inovasi dan mengefisiensikan proses pembelajaran agar kualitas pembelajaran meningkat. Tujuan penelitian untuk mengetahui proses pembelajaran peserta didik menggunakan metode pembelajaran learning start with a question pada mata pelajaran IPA di kelas IV SD Islam At Taubah. Riset yang dipakai oleh peneliti ialah riset tindakan kelas. Penelitian Tindakan kelas dilakukan di SD Islam At Taubah untuk mata pelajaran IPA tentang energi di kelas IV. Penelitian dilakukan pada bulan Mei 2022. Subyek dalam riset ini merupakan siswa kelas IV SD Islam At Taubah dengan sebanyak 29 murid yang diantaranya 13 murid laki-laki dan 16 murid perempuan. Pembelajaran IPA menggunakan metode *learning start with a question* dapat meningkatkan proses pembelajaran siswa, khususnya pada Tema Kayanya Negeriku. Hal ini ditunjukkan dengan rata-rata pada siklus I dengan nilai rata-rata 73.61, pada siklus II dengan nilai rata-rata siswa 77.67, dan pada siklus III nilairata-rata siswa yaitu 82.07. Bila diprosentasikan nilai IPA siswa secara runtut yang memenuhi KKM yaitu siklus I sebesar 44.83%, siklus II sebesar 67.24%, dan siklus III sebesar 93.10%. Dengan peningkatan proses pembelajaran dari siklus I ke siklus II yaitu 4.06 sedangkan peningkatan dari siklus II ke siklus III yaitu 3.36. Pembelajaran IPA menggunakan metode learning start with a question terbukti dapat menarik perhatian peserta didik dan lebih aktif, efektif, dan, serta meningkatkan motivasi dan keterampilan dalam memecahkan masalah dan meningkatnya kualitas pembelajaran sehingga berdampak pada hasil belajar siswa.

Kata Kunci: *Proses Pembelajaran, Peserta Didik, Metode Pembelajaran, Learning Start with a Question, Ilmu Pengetahuan Alam*

Abstract

The success of the learning process is closely related to the teacher's role in educating students at school so that teachers need to innovate and streamline the learning process so that the quality of learning increases. The aim of the study was to find out the learning process of students using the learning start with a question learning method in science subjects in class IV SD Islam At Taubah. The research used by researchers is classroom action research. Class action research was conducted at At Taubah Islamic Elementary School for science subjects about energy in grade IV. The research was conducted in May 2022. The subjects in this research were fourth grade students at At Taubah Islamic Elementary School with a total of 29 students, of which 13 were boys and 16 were girls. Science learning using the learning start with a question method can improve the student learning process, especially on the Kayanya Negeriku theme. This is indicated by the average in cycle I with an average value of 73.61, in cycle II with an average student value of 77.67, and in cycle III the average student value is 82.07. If the percentage of students' natural science scores sequentially met the KKM, namely cycle I was 44.83%, cycle II was 67.24%, and cycle III was 93.10%. With an increase in the learning process from cycle I to cycle II, namely 4.06, while the increase from cycle II to cycle III, namely 3.36. Science learning using the learning start with a question method is proven to be able to attract students' attention and is more active, effective, and, as well as increasing motivation and skills in solving problems and increasing the quality of learning so that it has an impact on student learning outcomes.

Keywords: *Learning Process, Students, Learning Methods, Learning Start with a Question, Natural Sciences*

Introduction

Education is needed to balance and perfect individual development. Ki Hajar Dewantara (Nurkholis, 2013) defines that education is a way for self-development, increasing perfection that is equal to its environment.

Learning is a fundamental process that determines successful learning process at school and the community environment (Indrawati, 2015). Learning is part of education that is tailored to the abilities and development of students. Learning can improve mental processes that can be done when interacting with others.

In the learning process there are learning outcomes which are changes in overall attitudes and abilities after learning.

Dimiyati and Mudjiono (Muakhirin, 2014) argue that in obtaining results from the learning process one must look at it from the side of students and educators. According to students' views, the learning process is progress from cognitive, psychomotor and also affective aspects. Meanwhile, in the view of educators, the learning process is when the learning objectives are achieved.

According to (Sarwinda & Meilana, n.d.) successful learning process is closely related to the teacher's role in educating students at school. In order for success teachers must innovate, streamline, and improve the quality of the learning process to be achieved. of learning increases.

Acista in (Pramudya et al., 2019) also states that science is a creative process that occurs. An active learning pattern that is also fun can determine success in the process of teaching and learning it can build student creativity. Students are asked to show their activeness in learning and relate it to real life.

According to the data, the learning process for grade IV science subjects at At

Taubah Islamic Elementary School in the 2021/2022 school year on average results are below the set minimum completeness (KKM), which is 73 in science subjects. This can be seen in the daily assessment of 29 students with a score of 68.30 not meeting the predetermined target. The number of students whose scores reached completeness was only 31.03% while students who had not achieved completeness was 68.96%.

Based on the average value of students, the researchers used the method. The method is a tool that is applied in conveying material, because difficult subject matter will be easy if you use the right method. The Ministry of Education and Culture (Maesaroh, 2013) states that in the world of education there are many kinds of methods that are adapted to the conditions and facilities in the learning process so that goals are achieved.

But for some students, science is considered a subject that is difficult to understand. The factors underlying the learning process at this time illustrate that educators still use the lecture and one-way method so that teacher activity is very dominant in the class with theory and rote learning. This results in a passive attitude of students during the learning process, a lack of opportunities for students to develop courage in expressing opinions or questions as broadly as possible.

The way collaborative learning can be done to improve the quality of learning, so that they can be more active and courageous when expressing opinions or questions that are not yet understood, working together in managing the information provided then students dare to ask questions that are not understood, and can give students the opportunity to answer what was asked by other students using learning begins with questions. This can make him feel confident to take an active role during the learning process in class.

Results in the Internal and external factors can both influence the learning process. Preparation is the inner element, motivation, talent, interest from the student. In addition, there are also external factors, namely the social contexts of the neighborhood, school, and family, but the attention of parents also influences it. In this case It has the potential to improve the learning process, which has an impact on the output/learning outcomes.

Therefore, researchers want to work to enhance students' learning processes by implementing the learning begins with a question method in science subjects in class IV SD Islam At Taubah with material about energy. So that students actively ask about what they don't know and the class atmosphere becomes lively.

Method

The research used by researchers is an in-class action research project. Class action there was research at At Taubah Islamic Elementary School for science subjects about energy in grade IV. The research was conducted in May 2022. This study's participants were fourth-grade students at At Taubah Islamic Elementary

School with a total of 29 students, of which 13 were boys and 16 were girls.

This study's data collection method, namely first through a test used as an instrument to measure capacity, both initial ability, development and increase in student capacity during the activity process, as well as ability towards the end of the written activity cycle. The second uses observation, namely to gather information regarding the teaching and learning activities of both teachers and students process, so that information is obtained about the quality of learning outcomes. The third is field notes to obtain activity data in learning science subjects by utilizing beginning with a question-and-answer process. The fourth, documentation is used to capture events during learning that are taken when learning activities are taking place.

Instruments for collecting classroom action research data were in the form of student worksheets, student evaluation sheets, field notes, student activity observation sheets, and instructor activity observation sheets, and documentation data (photos).

Results and Discussion

Table 1. Acquisition of Science Learning Outcomes Cycle I

No	Criteria	Cycle I Meeting 1	Cycle I Meeting 2	Average Cycle I
1	Average value	72.41	74.82	73.61
2	Reach KKM	31.03%	48.27%	39.65%

Table 2. Acquisition of Science Learning Outcomes Cycle II

No	Criteria	Cycle II Meeting 1	Cycle II Meeting 2	Average Cycle II
1	Average value	76.03	79.31	77,67
2	Reach KKM	55.17%	75.86%	65.51%

Table 3. Acquisition of Science Learning Outcomes Cycle III

No	Criteria	Cycle III Meeting 1	Cycle III Meeting 2	Average Cycle III
1	Average value	80.69	83.45	82.07
2	Reach KKM	72.41%	93.10%	82.75%

Table 4. Increase in Pre-Cycle I Values

No	Criteria	Pre Cycle	Cycle I	Enhancement
1	Average value	68.30	73.61	5.31
2	Reach KKM	31.03% (9 persons)	44.83% (13 persons)	13.8%

Table 5. Increase in Cycle I-Cycle II Values

No	Criteria	Cycle I	Cycle II	Enhancement
1	Average value	73.61	77.67	4.06
2	Reach KKM	44.83% (13 persons)	67.24% (19 persons)	22.41%

Table 6. Increase in Cycle II-Cycle III Values

No	Criteria	Cycle II	Cycle III	Enhancement
1	Average value	77.67	81.03	3.36
2	Reach KKM	67.24% (19 persons)	93.10% (27)	25.86%

based on findings from observations and conversations have by the collaborators, several weaknesses were found in the implementation of class action at the first and second meetings in cycle I. Based on the data in field notes, observation sheets, and learning outcomes, the learning has not achieved maximum results because there were still some students who joked in their groups during. During the learning process, there were still some pupils who were afraid to ask questions or provide replies. Then again, the final evaluation for the first cycle meeting of the class teacher who acted as the researcher did not condition the students in advance so that the understanding of the material was not fully absorbed, and there were also students who had difficulty working on the questions given. As for the data obtained. In cycle I's implementation, which was place over the course of two sessions, the average score at

meeting 1 was 72.41 for 9 students who reached the KKM, while at the second meeting the average score was 74.82 for 14 students. With an overall average score of undergoing the first cycle, namely 73.61, the quantity of pupils who entered KKM, namely 13 students, was 44.83%.

Regarding the findings of the conversations and observations made by collaborators on the implementation of class action at the first and second meetings on the basis of the data, cycle II in the form of learning outcomes, field notes, and observation sheets the learning outcomes are quite maximal even though there are still some students who chat in their groups during there are still some pupils that struggle with the learning process do not dare to ask questions or give answers during the learning process going on. As for the data obtained. In the implementation of cycle II, which took place across two meetings, the average score was obtained at meeting 1, namely 76.03, 17 students at

the first meeting, were successful in the KKM, the average value was 79.31 namely 22 students. With an overall average score of undergoing the first cycle, namely 77.67, the quantity of students who entered KKM, namely 19 students, was 65.51%.

Regarding the findings of the conversations and observations made by collaborators on the implementation of class action at the first and second meetings in cycle III. based on the data with the help of learning outcomes, field notes, and observation sheets the results are quite optimal even though there are still some students who joke around in their groups during the learning process, students are brave enough to ask questions or give answers during the learning process. In addition, the final evaluation for the third cycle meeting of class teachers who acted as researchers was good enough to condition students so that understanding of the material was absorbed, and there were also students who had difficulty working on the questions given. As for the data obtained. In cycle III's implementation, which took place over the course of two sessions, the average value at meeting 1 was 80.68 for 20 students who reached the KKM, while at the second meeting the average value was 83.45 for 27 students. With an overall average score of undergoing the first and second cycles, namely 82.07, the number of students who reached the KKM, namely 27 students, was 93.10%.

Conclusion

Based on research conducted by researchers on science learning using the learning start with a question method It has been demonstrated that it may get students' attention and make learning more lively, efficient, and effective. process, as well as increase motivation and skills in solving problems and increasing the process/quality of learning so that it has an impact on the output / student learning results. By applying the learning strategy, ask a question, method

students can understand learning material that is oriented to real contexts and is participate in the learning process directly. Students find it easier and more enjoyable in learning science so that the results The effectiveness of the learning process can be improved. Making students more active, creative, and skilled in the learning process in this case.

Students progress more quickly during the learning process because learning is easy to understand and understand, students are more courageous in expressing their own opinions and this is a development that shows a positive direction. In addition, teachers can achieve the expected achievement targets in accordance with learning objectives, as well as find the right method for students in learning process. Science learning using the learning start with a question method can improve the student learning process, especially in the Kayanya Negeriku theme. This is indicated by the average in cycle I with an average value of 73.61, in cycle II with an average student value of 77.67, and in cycle III the average student value is 82.07. If the percentage of students' natural science scores sequentially met the KKM, namely cycle I was 44.83%, cycle II was 67.24%, and cycle III was 93.10%. With an increase in the learning process from cycle I to cycle II, namely 4.06, while the increase from cycle II to cycle III, namely 3.36.

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