ANALYSIS OF STUDENT ACTIVENESS IN LEARNING SCIENCE IN SDS BINA SATRIA MULIA

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ABSTRACT

This research is motivated by the lack of student activity in learning science, unsatisfactory student achievement, and lack of learning media. The Numbered Head Together (NHT) cooperative approach model is used to overcome these problems. The research subjects were fifth grade students at SDS Bina Satria Mulia. This research is included in classroom action research with planning, action, observation, and reflection steps. The results showed that the average score of student activity tended to increase significantly. In the first cycle the average score was 59%, the second cycle was 79%, and the third cycle was 90%. The next result is that teacher activity also increases. The average value sequentially is 78% in cycle 1, 88% in cycle 2, and 95% in the last cycle. The third research result is that student achievement also increases. They got an average score of 60% in the first cycle, 75% in the second cycle and 95% in the last cycle. So based on these data it can be concluded that the NHT cooperative approach can increase the activity of fifth grade students at SDS Bina Satria Mulia
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1. INTRODUCTION

According to Law Number 20 of 2013 concerning the National Education System, article 3 states that, "National education has the function of developing capabilities and forming dignified national character and civilization in the framework of educating the nation's life.

The implementation of the 2016 Education Unit Level Curriculum (KTSP) is to improve human resources. The goal of learning science in elementary schools in the KTSP curriculum is that students are expected to have the ability to apply it in everyday life and develop curiosity, a positive attitude and awareness about the interplay between science.

Natural Science is one of the subjects in elementary school that deals with how to systematically find out about nature, so that Science is not only mastering a collection of knowledge in the form of facts, concepts, or principles but also a discovery process that involves student activity (BSNP, 2016: 17).

Based on the results of learning science in class V SD Negeri 2 Buwaran, it can be concluded that the learning outcomes are still lacking, this can be seen based on the number of students as many as 20 students, only 7 students who score > 63 according to the KKM score for science subjects, while 13 students score < 63, from these results it does not meet the learning completeness criteria as expected, which is 90% or there should be as many as 18 students who get a score of ≥ 63 or complete learning, while in fact class V students who achieve learning mastery are only 35% or 7 students, the lack of completeness of student learning in the learning process is due to the lack of student activity in learning which is caused among others by the lack of media facilities that are lacking in schools, the science learning model which is still with conventional learning models.

From the problems mentioned above, the researchers and the collaborator team will improve the science learning problems by determining the most appropriate method, namely by using the NHT type cooperative learning approach which is a cooperative learning model in which each students are given a number then a group is formed then randomly the teacher

calls the number of the students (Trianto, 2017: 62).

2.   RESEARCH METHODS/MATERIALS AND METHODS/LITERATURE REVIEW

The research method used in this research is using descriptive quantitative, which describes and describes the student data obtained by using numbers.

3.   RESULTS AND DISCUSSION

The discussion is based on the results of observation and reflection in each cycle. Learning activities use the Cooperative Numbered Head Together (NHT) learning model while the results of discussion from observing student activities, observing teacher activities and student learning outcomes can be explained as follows:

In this study, the observed student activities included: Student interaction, Students listening to teacher explanations, Student collaboration, Student readiness in answering questions, Students presenting results, Students responding to friends' answers, Student discipline. This research is in accordance with Ibrahim (2010: 7-9) which states that cooperative learning aims to develop students' social skills . The social skills in question include sharing tasks, actively asking questions, cooperating with each other, explaining ideas, expressing opinions, and so on. This research is also in accordance with the opinion of Roger and David Johnson (Lie, 2012: 30-34) that one of the elements applied in the cooperative learning model is communication between members. This element requires that students be provided with a variety of communication skills. An example of this form of communication is presenting results. In presenting the results there must be courage, fluency and clarity in language, and the results presented must be precise. In line with Lugren's opinion (in Trianto, 2017: 46) that in cooperative learning there are 3 levels of cooperative skills, namely: initial cooperative skills, intermediate cooperative skills, and advanced cooperative skills. So that in cooperative learning students should be at the cooperative skill level. In cooperative learning, special skills are taught so that they can work well together in their groups, such as being a good listener, students are given activity sheets that contain questions or assignments that are planned to be taught. During group work, the task of group members is to achieve completeness (Slavin, 1995).

In the Pre- Cycle the learning still runs conventionally, namely learning focuses on the teacher and students just sit quietly and listen to the teacher's explanation and there is no student activity in this learning. So from the results of observations in the pre-cycle, data was obtained that the average percentage of student activity was 35%. In cycle I the interaction of students in groups is still lacking, this is evident that there are still many students who do not want to ask questions or argue with their group mates. In terms of collaboration, students still work alone in working on worksheets, this is because students are not used to working on problems in groups. The readiness of students in answering questions and presenting the results of the discussion is also lacking. Students are still shy and hesitant in answering or presenting the results of the discussion. Students who responded to their friends' answers were still few, the number designated did not want to respond to their theme's answers. In terms of discipline, students are still lacking in discipline, there are still many students who play alone and are often allowed to leave when learning is in progress. So from the results of observations in the first cycle, data was obtained that the average percentage of student activity was 59 %.

Weaknesses in cycle I were that students were still afraid of presenting the results of the discussion and students who had not completed it were 8 students out of 20 students. The advantages of cycle I are that students are ready to receive lessons, this can be seen from the accuracy of students entering the classroom and none of the students are late.

In cycle II the interaction of students in groups is good enough, students want to ask questions and give opinions in discussions. Student cooperation in working on LKS is good, although there are still children who don't want to cooperate in working on LKS . In terms of

readiness to answer and present the results of the discussion, he was quite brave, but there were still some things that were not quite right in presenting the results of the discussion. Students are still not brave in responding to their friends' answers because students are afraid if the answer is wrong. For discipline, students are quite disciplined, no students are allowed to leave, although there are still students who play alone. From the observation results obtained data that the average percentage of student activity is 75%

Weaknesses in cycle II are that there are still 6 students who have not achieved learning mastery and student discipline is still lacking, it can be seen that there are still students who play alone. The advantages of cycle II are that students are brave in conveying the results of their discussions in front of the class.

The results of observations in the third cycle of the teacher's apperception according to the learning objectives to be achieved, and inform learning objectives properly.

Organizing students in discussion groups took place in an orderly and smooth manner. The teacher guides students in discussing and presenting the results of the discussion evenly. The teacher also guides students in concluding the material, so that students can conclude the material well. The evaluation took place in an orderly manner without any students looking left and right and the results obtained exceeded the predetermined standards. So that the average percentage of teacher activity in cycle III is 95%, so that teacher activity in implementing the NHT type learning model is very good.

In the KTSP curriculum (2016: 11) learning completeness is based on several considerations, including: student intake (student input); the complexity of each of the basic competencies of each subject; and carrying capacity. Based on these considerations, it was determined that individual learning mastery was ≥ 63 and classical learning mastery was 90%.

It can be seen that the pre-cycle learning outcomes obtained an average value of 60 with a learning completeness percentage of 35%, Cycle I obtained an average value of ta 71 with percentage completeness Study as big 60%   that is as much 12 student Which get mark ≥ 63, whereas 40% Not yet experience completeness Study that is as much 8 student get mark ≤ 63 from explanation the can is known that indicator from   results Study   Not yet reach completeness classic looked on on moment implementation learning student not enough enthusiastic,   activity   student   in learning Still not enough Because they Not yet used to with learning model NHT. On Cycle II Already There is enhancement that is Spirit Study student Already looked And activity student Already looked Because in implementation learning This student start used to with learning model NHT, can seen results learn Also experience enhancement mark average become 74 with percentage completeness Study as big 75% although completeness Study classic Not yet reach indicator success, that is looked as much 15 student Which get mark ≥ 63, whereas 25% Not yet experience completeness Study that is as much 5 student get mark ≤63. For Cycle III results Study more increase Again Because looked increase more big when compared to cycle II Because student Already seen active very in implementation learning And they seen used to And interested follow learning with learning model   NHT , from Spirit Study student Also plus increase so that can in Look that mark average become 84 by percentage completeness Study as big 95%   that is as much 19 student Which get mark ≥ 63, whereas 5% Not yet experience completeness Study that is only 1 student Which get mark ≤ 63. So that can concluded that from cycle III completeness Study classic Already reach completeness classic even exceed from indicator success.

4.   CONCLUSION

The activeness of students in learning science can be increased by using the Cooperative Learning Type Numbered Head Together (NHT) approach. This is evidenced by the results of observations which show a change in student activity in a more active direction so that learning becomes meaningful as seen from the interaction and cooperation of students in discussions,

presenting the results of discussions, and responding to their friends' answers. The results of the percentage of student activity in cycle I was 59%, cycle II was 75% and cycle III was 90%. The final result of student activity is that it enters the very active criteria.

Teacher activity in science learning using the Cooperative Learning Type Numbered Head Together (NHT) approach can improve , it can be seen from the results of observations of teacher activity in each lesson. In the first cycle the results of observations of teacher activity were included in the active criteria with a percentage of 78%, in the second cycle 88% were included in the active criteria, and in the third cycle 95% were included in the very active criteria.

Science learning outcomes using the Numbered Head Together (NHT) learning model in the first cycle the class average was 71 and the classical completeness percentage was 60%, in the second cycle the class average was 74 and the classical completeness percentage was 75%, and the third cycle the class average was 84 and the classical completeness percentage was 95%. So it can be concluded that the average and completeness of learning science has increased and the indicators of success exceed the desired criteria.

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