

IMPROVED LEARNING OUTCOMES TO UNDERSTAND THE CONTENTS AND MANDATE OF POETRY USING THE SURVEY-QUESTION-READ-REFLECT-RECITED-REVIEW (SQ4R) MODEL FOR GRADE IV ELEMENTARY SCHOOL STUDENTS

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Abstract: This study aims to increase the learning outcomes of understanding the contents and mandate of poetry using the SQ4R model in class IV SDN 02 Pojok Blitar District. This study uses a qualitative approach with a type of classroom action research (CAR). Data from this research are data derived from students' knowledge, skills, and attitudes. then the data is processed in the form of teacher activities and student activities. The results of the study showed that the application of the SQ4R model could improve learning outcomes understanding the content and mandate of poetry covering an average percentage of knowledge values reaching 86% with KBK 90%, skill scores reaching 83%, and all attitude criteria were seen in class IV SDN Pojok 02 Blitar district

Keywords: learning outcomes, poetry, SQ4R model

INTRODUCTION

Poetry is a literary work that expresses the thoughts and feelings of the poet imaginatively and is composed by concentrating all the power of language, namely the physical structure and structure of the stone, Waluyo (in Rumidjan, 2013: 73). The poem is concise and concise, with few words capable of evoking broad analogies and interpretations of meaning (Trieka, 2017: 7). To be able to improve student learning outcomes in understanding poetry, the purpose of this study is to improve learning outcomes in understanding the content and mandate of poetry using the SQ4R model in grade IV SDN Pojok 02 students.

This research was conducted in two cycles, each cycle conducted two meetings with time allocation of each meeting 3 x 35 minutes. Results Data obtained through observation of teacher activities, and student activities as well as data on the value of students' knowledge, skills, and attitudes. Based on observational data at the pre-action stage at SDN Pojok 2 in class IV, the data obtained are the teacher at the learning process is done through lectures. The teacher has not used the model to help students understand poetry. Some students are less enthusiastic and not concentrating, not all students can understand the material well, students have difficulty in understanding sentences in poetry, have not been able to determine the content and the mandate of the poem that has been read.

Learning to understand the content and mandate of poetry applied in class IV SDN Pojok has not yet reached maximum results, especially benefiting from poetry that has been read, among

others, as a medium of education and entertainment, forming children's personality and guiding children's emotional intelligence, because there are moral messages that can build positive personality in children (Rumidjan, 2013).

Problems in learning to understand the content and mandate of poetry in class IV SDN 02 Pojok Blitar Regency can be corrected using the SQ4R model. The SQ4R model according to Shoimin, (2016: 194) is a development of the SQ3R model by adding reflect which has advantages with the survey stage at the beginning of learning can arouse students' curiosity, To increase student motivation in learning, students are allowed to ask questions and try to find answers to their own questions so that it can encourage students to actively think critically, actively in learning and meaningful learning and students' learning material clings to longer periods of time. The SQ4R model has several advantages produced as follows: (1) through the first stage of the survey can arouse students' interest and curiosity about the material to be studied so that students can be motivated in learning, (2) encourage active students and think critically by providing opportunities to make a question and answer your own questions by reading. (3) the memory of the material being studied is longer. This model can also encourage students to be able to more easily understand the essence or content in reading either express or implied (Runiatun, 2015).

According to Siti et al (2014: 112), it has benefits, namely: (1) the time spent reading is faster, effective, and efficient, through surveying and making questions in advance. (2) deepening the impression in the memory of the contents of the reading through written notes. (3) Through reviewing or repeating, information and content can be received thoroughly and systematically. Azlina (2014:175) is an efficient reading method to help students understand the reading.

The application of the SQ4R model in learning can improve student learning outcomes. This is supported by the results of Utami's research (2011) that the ability of students has increased in cycle I with classical completeness of 54%, cycle II increased to 95%. Improvements also occurred on average reading results in cycles I and II by 15, from 76 to 91, and in the final assessment of students in cycles I and II from 76 to 90. The writing in this study discusses the application of the SQ4R model in learning to understand the content and the mandate of poetry and the improvement of student learning outcomes using the SQ4R model in grade IV SDN Pojok 02 Blitar Regency.

METHOD

This study uses a qualitative research approach to the type of classroom action research (CAR) with the Kemmis and Taggart models (in Arikunto, 2015: 42) including planning, implementing, observing, and reflecting in two cycles. Each cycle consists of two meetings. The type of data needed in research in cycle I and cycle II includes process data and outcome data. Process data were obtained from observations of teacher and student activities, interview results,

documentation, and field notes. Then the learning outcomes data obtained through observation, the value of knowledge, value of skills, and attitudes during learning activities using the SQ4R model in class IV SDN Pojok 02 Blitar District.

Data analysis, evaluation, and reflection carried out at the initial stage, research cycle I to the end of cycle II. Data from observations, field notes, interviews, tests, and documentation, were analyzed through three stages including data reduction, data presentation, and concluding. Data reduction is done when all data has been collected and then summarized selected by selecting the main points and focus on the things that are important in research. Data used for analysis includes teacher and student activities, the results of the value of knowledge, the results of the value of skills and attitudes. After the data is reduced then the data is presented in the form of a table that is described in the form of narration or a brief description. After the data was reviewed, further conclusions were drawn covering the successful implementation of the SQ4R model. Drawing conclusions seen from the completeness of student learning outcomes individually and classically during the study.

The next stage is to evaluate the data to find out the development of research results in the form of process and outcome evaluations. The evaluation includes an evaluation of the process and learning outcomes. Attitude evaluation is obtained by observing students during learning while evaluating learning outcomes by seeing the results of the value of knowledge and the value of skills. After the evaluation phase is completed, the next reflection is on the data obtained including the advantages and disadvantages of actions are taken in cycle I and cycle II.

RESULT AND DISCUSSION

The results of the actions are explained sequentially starting from the first cycle followed by the second cycle. Cycle I was carried out after the pre-action phase was analyzed, and reflected. The application of the SQ4R model in the first cycle by the teacher went quite well. In the first cycle, several findings were obtained during the learning activities, which were as follows: (1) the teacher had not been able to condition the students at the initial meeting (2) the initial meeting of the teacher had not been able to apply the SQ4R model to the maximum, some syntaxes of the model had not been carried out properly such as the record mark supporting sentences and add notes, recite does not lead to writing with own sentences (3) student activities are less than optimal because students have difficulty writing content and mandate using their sentences and have not been able to determine supporting sentences and add notes, this is evidenced by the teacher's activities meeting 1 looks 25 descriptors with a percentage of 76% adequate category.

Student activities meeting 1 reached an average percentage of 70% enough categories, the percentage value of KBK meeting 1 reached 45%, at meeting 2 teacher activity increased to 94%

the excellent category, student activity increased to 77% the category enough, and the KBK value reached 64%. The following table summarizes the activities of teachers and student activities.

Table 1. Recapitulation of Percentage of Teacher Activity and Student Activity

No	Aspect	Cycle I		Cycle II	
		Meeting 1	Meeting 2	Meeting 1	Meeting 2
1	Teacher Activity	76%	94%	96%	100%
	Criteria	Enough	Very Good	Very Good	Very Good
2	Student Activity	70%	77%	83%	87%
	Criteria	Enough	Enough	Good	Good

The research findings in the second cycle are that the teacher has conducted learning according to the specified teacher activities and the teacher has been able to condition the students, applying the model to the maximum with the proven results of the activities of the teacher meeting 1 has 32 descriptors with a percentage of 94% very good category, student activity reaches 83 % good category, KBK score reached 81% at the 2nd meeting of teacher activity it appears 33 descriptors increased to 100% very good category, student activity increased to 87% good category and KBK value reached 90%. The improvement in cycle II shows that the application of the SQ4R model can improve students' understanding of the content and mandate of poetry. The following is a recapitulation table for exposure to research data.

Table 2. Recapitulation of Student Attitude Results

No	Aspect	Cycle I				Cycle II			
		Meeting 1		Meeting 2		Meeting 1		Meeting 2	
		A	DA	A	DA	A	DA	A	DA
1	Responsible	5	6	8	3	8	3	11	-
2	Honest	6	5	7	4	9	2	10	1
3	Confidence	4	7	6	5	10	1	10	1

Description: A: Appears DA: Does not appear

The results of the recapitulation of student attitude value data in the first cycle of meeting 1 are still few indicators that fit the criteria with a score of 11 on student attitude. Meeting 2 experienced an increase in the attitude of responsibility, honesty, and confidence. In cycle II, meeting 1 has increased to a maximum score, at meeting 2 a maximum score of 11 appears to be an attitude of responsibility, and a score of 10 in an honest and confident attitude.

Table 3. Percentage of Student Knowledge Results

Aspect	Cycle I		Cycle II	
	Meeting I	Meeting 2	Meeting 1	Meeting 2
Percentage	72%	78%	85%	88%
Category	Enough	Enough	Good	Good

The results of the average percentage of students' knowledge value in the first cycle of meeting 1 that is 72% enough categories, increased by 6% at meeting 2 to 78% enough categories. In cycle II of meeting 1, the average percentage of students' knowledge score of 85% increased at meeting 2 to 88% in the good category.

Table 4. Percentage of Student Skill Results

Aspect	Cycle I		Cycle II	
	Meeting 1	Meeting 2	Meeting 1	Meeting 2
Percentage	63%	72%	83%	83%
Category	Less	Enough	Good	Good

The results of the average percentage of students' poetry reading skills in the first cycle of meeting 1 namely 63%, has increased by 9% in meeting 2 to 72% enough category. In the second cycle of meeting 1 the average value of students' skills reached 83%, at the meeting experienced an increase in scores obtained but no effect on increasing the percentage of 83% either category.

Study Application of SQ4R Model to Improve Learning Results Understanding the Contents and Obstacles of Poetry in Class IV Students

The application of the SQ4R model to improve learning outcomes to understand content and mandate in the first cycle has been done well but has not been able to achieve maximum results. The teacher in applying the SQ4R model does not fully comply with the steps that have been arranged on the teacher activity sheet. In the first cycle, the teacher had not done the recite and record to the maximum because it was because the teacher was still the first time implementing learning in the classroom and the teacher was not yet skilled in teaching the SQ4R model. Recite and record stages are stages 4 and 5 of the SQ4R model that must be done because at this stage in Shoimin's opinion (2016: 191) students can reiterate information in the form of answers to questions, summarize and conclude with the reader version, and to mark things that are considered important. So that student activities in learning do not go according to expectations to write in their sentences and students do not achieve maximum results following the opinion of Sutansi (2018: 39) that the lack of skilled teachers to implement in learning makes students not optimal in doing activities.

The next finding is the activity of students in applying the SQ4R model which is less due to students not being skilled and understanding the steps of the model to the maximum. So to improve learning outcomes, the teacher repeats the explanation so students can understand the steps of the model to the maximum. This is reinforced by the opinion of Djaali (2012: 127) that learning activities carried out repeatedly, make it easier for students to remember things that are learned so that the next meeting can be improved.

The next finding is that busy class conditions cannot be well-conditioned, this is due to students' reading activities being carried out loudly, students busy, and playing. As a result, at the reading stage students cannot concentrate fully and make it difficult for students to determine the content and mandate of poetry so that the results of student knowledge cannot be maximized, according to Soedarso's opinion, (2010: 04) the lack of concentration in reading causes difficulty in responding to the reading content.

In cycle II, learning has been done well and optimally. Learning is based on reflection in cycle I and is following the steps in the SQ4R model. The teacher is skilled in applying the SQ4R model, the teacher has recited, and records to the maximum, the teacher explains in a clear voice in accordance with Untari's opinion (2012: 43) that the volume and intonation of the teacher must be clear in conveying not too weak or not too hard to support in learning. The teacher can condition the students, it is because the teacher already knows the characteristics of each student. Increased teacher activity causes students more enthusiastic to participate in learning activities. So that student activities and student learning outcomes can be increased. The increase in teacher and student activities can be seen in Figure 1.1.

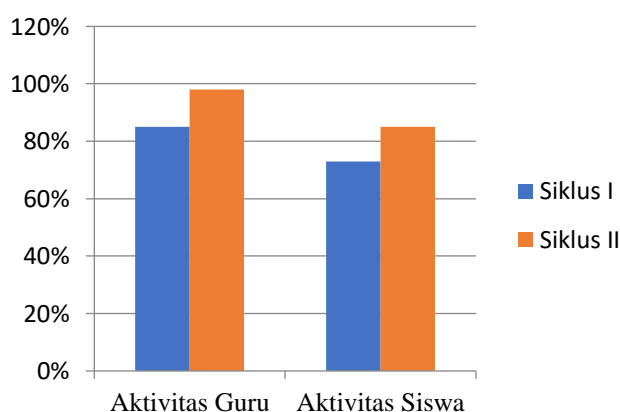


Figure 1. Graphic Increased Teacher Activity and Student Activities in Cycle I and Cycle II

Increased activity of teachers, students, and learning outcomes can be proven by the percentage obtained in each cycle I and cycle II. The average activity of teachers in the first cycle is 85%, in the second cycle increased to reach 98%, the increase occurred because when the teacher knows the weakness of the teacher to reflect and improve at the next meeting. Judging from the activities of students from the first cycle that is 73% increased in the second cycle to reach 85%. The improvement shows that the use of the SQ4R model can improve student learning outcomes in understanding the content and mandate of poetry in fourth- grade students of SDN Pojok 02 Blitar Regency.

Improved Learning Outcomes Understanding the Contents and Obstacles of Poetry Using The SQ4R Model in Class IV Students at SDN Pojok 02 Blitar District

The application of the SQ4R model can improve learning outcomes in understanding the content and mandate of poetry in fourth-grade students of SDN Pojok 02 Blitar, it can be seen from the pre-action stage, cycle I, and cycle II. The pre-action stage of the average student score is 69. Of the 11 students in total, only 5 students have reached the KKM. This shows the percentage of mastery learning classical students only reached 45% and have not been able to reach the level of mastery that has been determined, namely KBK 85%.

In the first cycle the data obtained an average value of knowledge is 75% including the category sufficient with the percentage of KBK 55% including the category less. The reason for the lack of value of students' knowledge is because the teacher has not implemented the steps of the model to the maximum and students are less concentrated in reading. In cycle II the value of student knowledge increased by 10%. The average percentage of student grades in cycle II is 86% with the percentage of CBC increasing to 90%. The increase is because students are accustomed to using the SQ4R model that has been explained by the teacher so that students are enthusiastic to be active in learning better. So that in the second cycle all students have reached the predetermined CBC values. The process affects student learning outcomes in accordance with what was revealed by Sudjana (2009: 65) that the success of teaching is not only seen from the results of student learning but also includes the process.

The average percentage of student activity scores in the first cycle was 73% included in the sufficient category. The reason is students are still using the SQ4R model for the first time in learning. In cycle II the average percentage of student activity scores increased to 85% in both categories. The increase in student activity is because students are accustomed to using it repeatedly so that students' understanding of the model can increase according to Djaali's opinion (2012: 127) that learning activities are carried out repeatedly, making it easier for students to remember things they learned so that at meetings the next can increase.

The average score of student skills in the first cycle reached an average percentage of 75% with enough categories. The cause of the lack of skill scores is due to students' lack of confidence, and the lack of expression that is apparent when reading poetry. In cycle II the average percentage of skills reached 83% with a good category. Increasing the value of skills because students are confident and appear with good expression and intonation. In

cycle I the value of student attitudes still needs improvement because some students have not reached the criteria for confident, responsible, and honest attitudes. In cycle II aspects of the attitude, value has appeared on all students. Increasing the value of knowledge and skills can be seen in Figure 2.

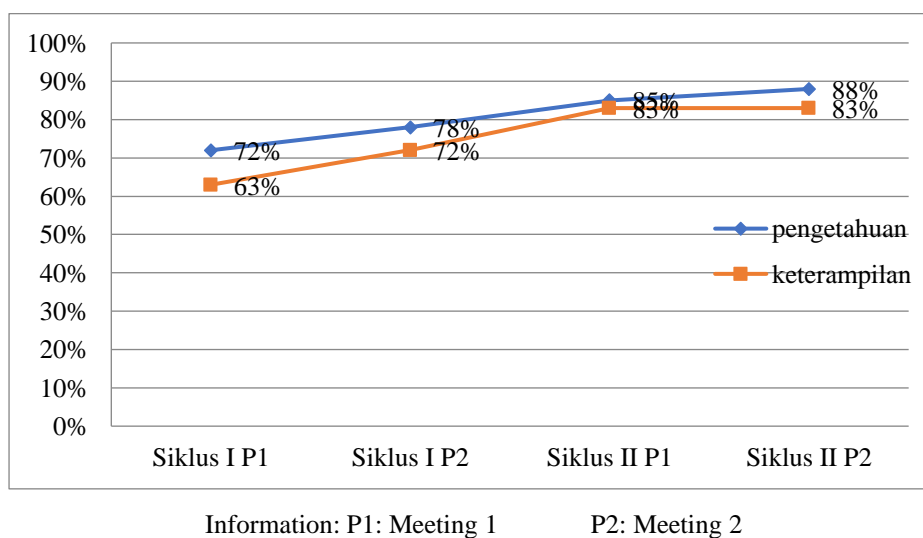


Figure 2. Graph of Improvement in Average Knowledge Value and Average Value of Student Skills

Based on the results of the study above shows that the learning activities of the cycle I and cycle II have increased. From this description, it can be concluded that the use of the SQ4R model can improve learning outcomes to understand the content and mandate of poetry in students at SDN Pojok 02 Blitar Regency. This is consistent with the findings of a study conducted by Utami (2011) in Class V Students of SDN Wonotirto 02 Blitar in the first cycle of classical completeness 54%, cycle II increased to 95%. Thus it is evident that the application of the SQ4R model is compatible with learning Indonesian content and can improve student learning outcomes in the material exploring the content and mandate of poetry.

CONCLUSION

The application of the SQ4R model in improving learning outcomes to understand the content and mandate of poetry in fourth- grade students of SDN Pojok 2 Blitar Regency has been carried out very well, in accordance with the steps in the SQ4R model namely survey, question, read, recite, record and review on learning activities in class according to the lesson plan that has been made. This is evidenced by an increase in the percentage of the average score of teacher activity in the first cycle is 85%, including both categories, then in the second cycle the average score reached

94%, this shows an increase of 9%. Then the activity of students in the first cycle that is 73% has increased in the second cycle reached 85% with a good category.

The SQ4R model can improve learning outcomes in understanding the content and mandate of poetry in fourth-grade students of SDN Pojok 2 Blitar Regency. This increase is evidenced by the increase in the average percentage of the value of knowledge in the pre-action percentage of the average value of knowledge 69% with the percentage of KBK 45% than in the first cycle reached 76% in the second cycle the average percentage of the value of knowledge has increased to reach 86% with the percentage of KBK cycle I namely 55% in the second cycle has increased to reach the percentage of KBK 90%. The average percentage of skill scores in the first cycle reached 67% with fewer categories in the second cycle the average percentage of skills scores increased to 83% with a good category.

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