

IMPROVEMENT OF LEARNING OUTCOMES EXPANDING IMPORTANT INFORMATION OF HISTORY NARRATIVE TEXT THROUGH EVERYONE IS A TEACHER HERE METHOD

Ardian Devi Kusuma¹, Tri Murti², Ferril Irham Muzakki³

^{1,2,3} Department of Early Childhood and Primary Education, Universitas Negeri Malang
E-mail: ardiandevikusuma@gmail.com

Abstract: the low learning outcomes of the material exposes important information to the text because the teacher has not implanted the concept of how to extract important information from the text, students have not been able to explain important information clearly and completely, students are accustomed to answering questions simultaneously but are not accustomed to expressing opinions individually so that students still have difficulty in describing important information verbally. Type of classroom action research (CAR). The results showed an increase in the activities of teachers, students, and learning outcomes including aspects of attitudes, skills, knowledge. It was concluded that the application of the method everyone is a teacher here can improve student learning outcomes.

Keywords: learning outcomes; historical narrative texts; everyone is a teacher here

INTRODUCTION

Based on the results of observations made on the learning process in class V SDN Jeblog 1, Blitar Regency on the material describing important information from the reading text, there are several problems encountered, namely students are still having difficulty in digging important information from the reading text through digging questions, in explaining student information is still likely short and incomplete, besides that students still have difficulty to present important information verbally, and only dare to express opinions simultaneously but do not dare express their opinions individually. According to Rianti, W (2016: 65) through information gathering activities students will be able to distinguish information sentences and supporting sentences from the reading, be able to sort events, be able to determine the cause and effect that exists in the reading text, be able to determine the atmosphere in the reading text, and be able to make conclusions.

The problems that occur in class V are caused by several things namely (1) the teacher has not implanted concepts about how to dig up information, and how to present information (2) students have not been able to explain important information from the text clearly and completely, (3) students are still shy in the activity of verifying information verbally

Based on the initial stages that have been carried out, it is known that the KKM value of Indonesian language content in Class V of Jeblog 1 SDN Blitar Regency is 75. Of the 27 number of grade V students only 8 students who score ≥ 75 , so that classical learning completeness is only 29.6% with very poor criteria. These problems can be fixed by applying the learning

method everyone is a teacher here. This method principally requires students to be the teacher or resource person who explains information from the "digging questions" made by other students (Silberman.2013:171). According to Nasaruddin & Musnaeni (2016:18), the method everyone is a teacher here can focus student attention, can stimulate the memory of the contents of the material, and can develop the ability and confidence to express opinions in public. According to Suprijono, A (2011:110-111) the steps of the everyone is a teacher here method is as follows, (1) distributing blank cards to students, (2) students writing probing questions about historical narrative texts being studied in class, (3) question cards were exchanged, (4) other students wrote their answers, (5) the teacher called the volunteers to come to the front of the class to explain the answers, (6) other students gave responses, (7) continued with the next volunteer

Based on the above problems, the problem formulation of this study is (1) How is the application of the everyone is a teacher here method to the material describing important information from historical narrative texts to fifth-grade students in Jeblog 1 Elementary School in Blitar Regency? (2) Can the application of the everyone is teacher here method improve the learning outcomes of the material exposing important information from historical narrative texts to fifth-grade students at Jeblog 1 Elementary School in Blitar Regency?

METHOD

This study uses a qualitative approach to the type of classroom action research (CAR). According to Akbar, S (2009: 26) Classroom Action Research (CAR) is an activity that aims to find and find solutions to cyclical learning problems, to improve the quality of learning and learning outcomes. This study uses the Kemmis & Taggart research model developed by Arikunto (2013: 137). The study was conducted in 2 cycles, each cycle consisting of 4 stages that must be passed namely (1) planning, (2) implementation, (3) observation, (4) reflection.

The data used in this study are process data and outcome data. Process data obtained from learning activities by applying the method everyone is a teacher here. Process data sourced from teacher activities and student activities. Whereas the result data is obtained from, attitude value, knowledge value, and skill value. Data collection techniques in this study were carried out through interviews, observations, tests, documentation, and field notes.

Data analysis in this research uses qualitative data analysis type and its implementation is carried out after the action in each cycle. Miles & Huberman (in Sugiyono, 2010: 246) argues that data analysis consists of 3 stages: data reduction, data presentation, and concluding. Data reduction aims to collect data obtained during the study. The data presentation activity is carried out to explain the results of data reduction using tables accompanied by a description. The data presentation is then

evaluated to conclude. Conclusions are drawn to answer the problem formulation using the success rate criteria. The value of completeness of student learning outcomes is expressed individually and classically. The calculation of completeness of individual learning according to KKM SDN Jeblog 1 is 75. So students are considered complete if they get a minimum grade of ≥ 75 . While students are said to have finished learning classically if 80% of students in one class have achieved a value of ≥ 75 .

RESULT AND DISCUSSION

Based on the pre-action stage data it is known that the value of Indonesian material content exposes important information from the reading text is still at a low level. The percentage of classical students' mastery learning was 29.6% with very poor criteria. This shows that out of the 27 students overall, only 8 students received a KKM score of 75, while 19 other students scored less than the KKM. To improve learning outcomes, the material presents important information from historical narrative texts, and the application of everyone is a teacher here method in learning.

The implementation of the study obtained data on teacher activity, student activity, and learning outcomes of the first cycle and second cycle as follows.

Table 1 Recapitulation of Teacher and Student Activities on the Implementation of the Everyone Is A Method Teacher Here Cycle I and Cycle II

Activity	Cycle 1		Cycle 2	
	M1	M2	M1	M2
Teacher	83 % Good	91,6% Very Good	100% Very Good	100% Very Good
Average		87,3% Good		100% Very Good
Student	84,5% Good	92,5% Very Good	95% Very Good	100% Very Good
Average		88,5% Good		97,5% Very Good

Based on table 1 the percentage of teacher activity in the first cycle of meeting 1 was 83% with good criteria and increased at meeting 2 to 91.6% with very good criteria. So it can be said that the average percentage of teacher activity in the first cycle was 87.3% with good criteria. While in cycle II meeting 1 the percentage of teacher activity was 100% with very good criteria and consistent at meeting 2 was 100% with very good criteria. So it can be said that the average percentage of teacher activity in cycle II is 100% with very good criteria. This shows an increase in teacher activity from cycle I to cycle II.

While the percentage of student activity in the first cycle of meeting 1 was 84.5% with good success criteria and increased at meeting 2 to 92.5% with very good success criteria. So that the average percentage of student activity in the first cycle of 88.5% with good success criteria. The percentage of student activity in the second cycle of meeting 1 was 95% with very good criteria,

increased at meeting 2 to 100% with very good criteria. So it can be said that the average percentage of student activity in the second cycle is 97.5% with very good criteria

Based on the description above it is known that learning exposes important information from historical narrative texts through the method of everyone is a teacher here in cycle I and cycle II has been carried out well by the teacher and students besides the teacher's activities and activities show an increase in each cycle

Student learning outcomes in the material explaining important information from historical narrative texts also increased in each cycle, learning outcomes include aspects of attitude, knowledge, and skills. The value of student attitudes is obtained through observation during learning. The change in attitude observed in this study is confidence, courtesy, and responsibility

Table 2 Recapitulation of Data on the Assessment of Attitude Aspects in Cycle I and Cycle II

Aspect	Criteria	Cycle 1		Cycle 2		
		Meeting 1	Meeting 2	Meeting 1	Meeting 2	
Attitude	Confidence	VG	13	18	18	27
		NG	14	9	9	0
	Polite	VG	22	24	24	27
		NG	5	3	3	0
	Responsible	VG	13	18	18	27
		NG	14	9	9	0

Based on table 2 it is known that the first cycle of meeting 1 as many as 13 students obtained very good self-confidence criteria, and 14 other students still needed guidance. The attitude of students' confidence increased at meeting 2 namely 18 students got very good criteria, and 9 other students still needed guidance. At meeting 1 a total of 22 students had very good manners, while 5 students still needed guidance. At the meeting, 2 polite attitudes increased to 24 students obtained very good criteria, while 3 students still needed guidance. while the attitude of responsibility of meeting 1 as many as 13 students got very good criteria and 14 students still need guidance. The attitude of responsibility increased at meeting 2, as many as 18 students got very good criteria while 9 students still needed guidance.

In the second cycle meeting, 1 as many as 18 students showed very good self-confidence while 9 students still needed guidance, as many as 24 students had very good manners, while 3 students still needed guidance, and as many as 18 students got very good criteria on attitudes responsibility, while 9 students still need guidance. In the second cycle of the second meeting, all students showed three aspects of attitude very well.

The results of learning the aspects of skills are obtained through assessments describing important information from oral narrative texts. A skills assessment is conducted at each meeting. The aspects assessed include pronunciation, expression, fluency, and mastery of the material. Skills assessment

is obtained from the appearance of indicators in each aspect during the performance. It can be seen in the following table 3,

Table 3 Recapitulation of Student Learning Outcomes Aspects of Cycle I and Cycle II skills

Skills Aspect	Cycle I		Cycle II		Increase C1 to C2
	M1	M2	M1	M2	
Average Value	70,8	79,2	88,6	93	
Cycle Average	74,8		91		16,5
KBK	48,1%	77,8%	85 %	92,6 %	
Criteria	Very Less	Enough	Good	Very Good	
Cycle Average	51,8%		92,5 %		40,7%
Criteria	Very Less		Very Good		

Table 3 shows the average skill score at meeting 1 of 70.8 increased at meeting 2 to 79.2. So the average value of skill aspects in the first cycle was 74.5. While the percentage of classical learning completeness in the first cycle of meeting 1 was 48.1% with very poor criteria, increasing at meeting 2 by 77.8% with sufficient criteria. Then obtained the percentage of classical learning completeness in the first cycle of 51.8% with very poor criteria.

In cycle II meeting 1 the average value of skills was 88.6 and increased at meeting 2 to 93. So the average value of the aspect of skills in cycle II was 91. While the percentage of completeness in classical learning in cycle II meeting 1 was 85% with criteria good, increased at meeting 2 by 92.6% with very good criteria. Then the percentage of completeness of classical learning cycle II of 92.5% with very good criteria.

Based on table 3 it is known that the results of learning the aspects of skills have increased each cycle. The increase in the average value of cycle I and cycle II was 16.5 while the percentage increase in classical learning completeness in cycle I and cycle II was 40.7%.

The results of learning aspects of skills are measured through assessments exposing important information from oral narrative texts. A Skills assessment is conducted at each meeting. The aspects assessed include pronunciation, expression, fluency, and mastery of the material. Skills assessment is obtained from the appearance of indicators in each aspect during the performance. Can be seen in the following table 3,

The results of the learning aspects of knowledge obtained from the task of extracting information from historical narrative texts through making "question digging" and evaluation tests. Can be seen in the following table 4.

Based on table 3 it is known that the average value of the first cycle of meeting 1 by 76 increased to 81 at meeting 2. Then the accumulation of the average value of the classical aspects of knowledge

of the first cycle was 79. While the percentage of completeness of classical learning in the first cycle of meeting 1 was 55% with very poor criteria increased at meeting 2 to 74% with sufficient criteria. Then the percentage of mastery learning classical aspects of knowledge cycle I was 66% with fewer completeness criteria

Table 4 Recapitulation of Student Learning Outcomes Aspects of Cycle I and Cycle II skills

Knowledge Aspect	Cycle I		Cycle II		Increase
	M1	M2	M1	M2	C1 to C2
Average Value	76	81	88	97	
Cycle Average	79		92,5		13,5
KBK	55 %	74 %	89%	100%	
Criteria	Very Less	Enough	Good	Very Good	
Average Cycle	66 %		100 %		34%
Criteria	Less		Very Good		

While the average value of the knowledge aspect of cycle II meeting 1 was 88 increased to 97 at meeting 2. The accumulation of the average value of the classical cycle II was 92.5. While the percentage of classical learning completeness in the second cycle of meeting 1 was 89% with good criteria increasing at meeting 2 to 100% with very good criteria. The accumulation of the percentage of classical learning completeness in cycle II is 100% with very good completeness criteria

Based on table 4 it is known that the learning outcomes of the aspects of knowledge have increased each cycle. The increase in the average value of cycle I and cycle II was 13.5 while the percentage increase in classical learning completeness in cycle I and cycle II was 34%.

The application of the learning method everyone is a teacher here to the material exposes important information from historical narrative texts carried out in cycle I and cycle II. From the findings of the cycle I and cycle II data it is known that the activities of the teachers and the activities of the fifth-grade students of SDN Jeblog 1 Blitar Regency have increased

In the implementation of the first cycle, the deficiencies that arise in the teacher's activity are that there is still a step everyone is a teacher here method that has not been implemented in an orderly and optimal manner. This is not following the opinion of Iskandarwassid & Sunendar. D (2009: 40) that the learning method is a procedure that is carried out systematically to achieve the learning objectives that have been set. Teachers are less able to condition the allocation of time in learning also needs to be considered and well prepared by the teacher. This is in line with the opinion of Trianto (2009: 167) that teachers should be able to manage the time allocation by estimating the length of time students can learn predetermined learning material and the level of difficulty in learning activities.

In cycle II the teacher has corrected various deficiencies in the activities of the teacher in cycle I. The teacher has implemented learning according to the steps of the everyone is a teacher here method proposed by Suprijono, (2011: 110-111) as follows, (1) distributing cards blank to students, (2) students write questions about the material being studied, (3) exchange question cards, (4) students write answers, (5) teachers call volunteers, (6) students respond to the appearance of their friends, (7) followed by the next volunteer. Besides, teachers have been able to condition students who are less enthusiastic about motivating in the form of praise, reward prizes, and the use of attractive learning media such as video clips on apperception activities and the teacher has been able to allocate time well. This is in line with the opinion of Suryana (2017: 3) which states that teachers should be able to create learning conditions that are effective, efficient, interesting, fun, and conducive to achieving learning goals.

The percentage of teacher activity in the first cycle was 87.3% with good criteria, and in the second cycle, it increased to 100% with very good criteria. So the average percentage of teacher activity in applying the Everyone Is A Teacher Here method is 93.7% with very good criteria.

Student activities have increased in cycle I and cycle II. In the first cycle students are not confident when expressing their opinions in person, when the activities expose important information from the text, students important information presented students still tend to be brief and incomplete. Besides, students pay less attention and are less enthusiastic about the learning process

In cycle II students' self-confidence is already apparent when expressing their opinions individually and when activities present important information orally in front of the class, and students can present important information clearly and completely. Besides, all students have watched and followed the learning enthusiastically. Increased student activity following the advantages of everyone is teacher here method proposed by Nasaruddin & Musnaeni (2016: 18) that everyone is a teacher here method is a learning method that can focus student attention in learning, and develop the ability to express opinions.

The percentage of student activity in cycle I was 88.5% with good criteria, and in cycle II is increased to 97.5% with very good criteria. So the average student activity in applying the method of everyone is a teacher here is 93% with very good criteria.

Based on the description above it is concluded that learning exposes important information from historical narrative texts through the application of the everyone is teacher here method in cycle I and cycle II has shown an increase in both teacher and student activities. So that it can be said that the application of the everyone is teacher here method can increase teacher activity and student activity on the material describing important information from historical narrative texts in class V of SDN Jeblog 1, Blitar Regency.

The application of everyone is a teacher here method is strived to improve the learning outcomes of the material exposing important information from historical narrative texts in class V of SDN Jeblog 1, Blitar Regency. At the pre-action stage, the average grade of students describing important information from the text was 66 with fewer criteria. While the percentage of classical learning completeness is 29.6% with very poor criteria. According to Sudjana (2009: 8), the percentage of classical learning completeness is considered complete if the number of students who score above the KKM reaches 80% of the total number of students in one class. So that improvement were made to the implementation of learning material exposing important information from historical narrative texts through the application of the everyone is a teacher here method in cycle I and cycle II.

Based on the findings data it is known that there has been an increase in learning outcomes from cycle I and cycles II. This is following the opinion of Susanto, (2013: 5) which states that learning outcomes are changes that occur in students as a result of learning activities concerning aspects of attitudes, knowledge, and skills. The following discussion will further discuss the learning outcomes of the first cycle and the second cycle.

Learning outcomes aspects of attitude in the first cycle are still low. The attitude of confidence and responsibility needs to be improved because there are still 9 students who need guidance. The average value of knowledge in the first cycle is 79 with the percentage of classical learning completeness of 66% fewer criteria. Assessment of knowledge aspects in the first cycle can be said to be incomplete because classically the percentage of success has not reached the standard of 80% of students declared complete learning.

While the average learning outcomes of aspects of skills in the first cycle is 74.8 with the percentage of classical learning completeness of 51.8% including very poor criteria. The assessment of the aspects of skills in the first cycle can be said to be incomplete because classically the percentage of successes has not reached the standard of 80% of students declared complete learning.

In cycle II shows that overall students have obtained very good criteria on all three aspects of attitude. Knowledge learning outcomes have increased. The average value of knowledge in the second cycle is 92.5 with the percentage of classical learning completeness of 100% with very good criteria .. The aspect of skills in the second cycle has increased. The average value of skills in cycle II is 91 with the percentage of classical learning completeness of 92.5% very good criteria. Improved learning outcomes in the pre-action phase, cycle I, and cycle II show that the method everyone is a teacher here in learning can improve learning outcomes material exposes important information from historical narrative texts in class V SDN Jeblog 1 Blitar Regency.

CONCLUSION

The application of the everyone is a teacher here method to the fifth- grade students of SDN Jeblog 1 Blitar Regency has been carried out very well by the steps namely, (1) distributing question cards and blank answer cards, and historical narrative texts to students, (2) students making "question digging" about narrative text learned in class, (3) question cards exchanged, (4) students write answers, (5) teachers call volunteers, (6) other students give responses, (7) proceed with further volunteers. The percentage of teacher activity in the first cycle was 87.3% with good criteria, in the second cycle, the percentage of teacher activity increased to 100% with very good criteria. Student activities in the first cycle of 88.5% with good criteria, in the second cycle the percentage of student activity increased to 97.5% with very good criteria.

Student learning outcomes material explained important information from historical narrative texts increased after the application of the method everyone is a teacher here. This is indicated by the increase in average student learning outcomes and the percentage of completeness achieved by students. the average learning outcomes obtained by students at the pre-action stage were 66 with a percentage of completeness of 29.6% so the completeness criteria were very lacking. In the first cycle learning outcomes aspects of attitude still need to be improved because of the attitude of confidence and responsibility there are still many students who get the title need guidance. The aspect of attitude increases in cycle II, which is that all students have shown aspects of self-confidence, courtesy, and responsibility with very good criteria. In the aspect of skills in the first cycle, the classical average score is 74.8 with the percentage of classical completeness of 51.8% including very poor criteria, and increased in the second cycle is obtaining a classical average value of 91 with the percentage of classical completeness 92.5% very good criteria. On learning outcomes aspects of knowledge cycle I - the average classical value of 79 with a percentage of classical completeness 66% fewer criteria, aspects of student knowledge increased in cycle II. The classical average value reaches 92.5 and the percentage of classical completeness is 100% with very good criteria.

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