

ANALYSIS OF LEARNING METHODS OF GRADE IV AND V OUTSTANDING STUDENTS AT SD N TANGGAN 2

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ABSTRACT

Learning is an activity that a person does for behavior change that manifests as an experience that can be in the form of increasing knowledge, changing behavior, and changing attitudes. This study aims 1) to describe the grade IV and V outstanding student's learning method at SD N Tanggan 2, and 2) to describe what factors affect the learning achievement of grades IV and V outstanding students at SD N Tanggan 2. This research method uses qualitative methods carried out at SD Tanggan 2. The object of this study is the Learning method of Outstanding Students and the subjects in this study are class teachers and student of grade IV & V. The data analysis technique in this study refers to the Miles and Huberman model. The results showed 1) Outstanding students of grades IV and V of SD N Tanggan 2 have learning methods such as asking questions when meeting difficult questions, asking questions when they do not understand the material, paying attention to the teacher's explanation, repeating lessons, and double-checking assignments carefully. 2) The learning achievement of SD N Tanggan 2 students is influenced by two factors, namely internal factors and external factors.

KEYWORDS *Learning Method, Outstanding Students, Internal Factors, External Factors*



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INTRODUCTION

Education is a process that encourages learners to adapt to their surroundings the best they can, which will lead to changes in their personalities that will make them valuable in society (Hamalik dalam Azis et al. 2020). Therefore, education is one of the important elements in this nation, therefore in its development education is a process to make students so that there are changes that occur in themselves and useful in the community. Through education, students are guided, and educated with the aim of making students have faith and loyalty to God Almighty, have noble

Hendra Tri Wahyono, Nur Amalia. (2024). Analysis of Learning Methods of Grade IV and V Outstanding Students at SD N Tanggan 2. *Journal Eduvest*. 4 (2): 369-378
E-ISSN: 2775-3727
Published by: <https://greenpublisher.id/>

character, and are responsible (Wijayani et al., 2017). Education has an important role to educate and realize the ideals of this nation.

The right educational institutions to improving the quality of learning can be through elementary schools. Although the first educational institution comes from a family, children can continue their education through elementary school. Elementary school is an important period used by children to acquire knowledge. Schools are used by students as a place to obtain knowledge. Furthermore, schools can also be used by students to make new friends. In addition, in the school, the students can study from various sources and gain knowledge from anywhere, but the main priority is to gain knowledge through learning.

Learning is the outcome of an individual's efforts to modify their overall behavior as part of their interactions with the environment (Slameto dalam Noviyanti et al., 2019). So it can be concluded that learning is an activity carried out by someone so that there is a change in the behavior of the person that can produce his experience. These changes can take the form of increasing knowledge, changes in behavior, and changes in attitudes that occur in individuals who are learning.

Growth, maturity, and development are interrelated processes and both are changes that come from within the child (M. Asrori dalam Kartila, 2019). The changes that will be experienced are from initially unknown to known, then from the beginning that has not been experienced to experience. This change occurs because every learning activity carried out by a student will not be separated from the elements of learning activities in a repetitive and continuous way until finally, it becomes a settled and automatic learning habit (Djaali dalam Andrie et al., 2019). With these learning activities, students can gain knowledge that can be used for a better life. Learning can also be done wherever students want.

In learning, each student has a different way for other students to receive the information they get. This difference can be seen in the learning process carried out at school. During the learning process at school, each student has a different level of understanding of the learning taught. When learning there are students who quickly understand learning, there are students who are medium, and there are students who are slow in understanding learning materials. Most students when learning tend to be from something they like. This shows that each student's way of learning is different. So this learning occurs if students do activities that are in accordance with their wishes. If the learning process is carried out effectively, it can produce optimal learning results.

Learning outcomes are terms used to describe what students learn as a result of their studies. Teachers utilize these learning outcomes to evaluate their students' mastery of the subject matter they have been delivered. When engaging in the learning process, it is expected that students will achieve positive learning outcomes. In reality, students do not always get the learning results that have been expected. One of the problems in this world of education is that there are still low student learning outcomes. The high or low results of the student's learning outcome can be determined by the KKM standards made by the schools. This means that the success or failure of the learning outcomes that students achieve depends on the

learning process that student's experience. Quality learning outcomes will affect the learning achievement obtained by students (Wulandari dalam Yulianingsih & Sobandi, 2017).

During the learning process so that students get optimal learning results, teachers can prepare a comfortable environment when used for learning. A comfortable environment can also support students to make it easier to understand the information obtained. In addition to preparing a comfortable environment, facilities, and infrastructure or facilities also need to be prepared to support student learning at school. Complete and adequate facilities will make students enthusiastic about learning and easy to understand the learning material so that they can get good grades (Palittin et al., 2019). If the school is unable to provide adequate facilities and infrastructure, the student's learning activities can be disturbing. Therefore, if the schools provide adequate or appropriate facilities and infrastructure, students can utilize them to their fullest potential. Furthermore, the use of appropriate learning media enhances students' knowledge and improves teaching and learning processes by providing clearer messages and achieving educational objectives effectively and efficiently (Lestari et al., 2022).

Based on the background description above, for grades IV and V students can already set their own learning methods and the way these students learn has also varied. Therefore, researchers are interested in conducting a study entitled "Analysis of Learning Methods of Grade IV and V Outstanding Students at SD N Tanggan 2" with the intention of describing the learning methods and analyzing the factors that affect the learning achievement of Grade IV and V students.

RESEARCH METHOD

This research is qualitative research. According to Marfuah & Inayah (2020), qualitative research is research used to examine natural conditions where researchers are the key instrument for data collection. This research design uses phenomenological research. According to Cresswell (in Santosa et al., 2020), phenomenology is a research methodology for identifying the characteristics of human perception of certain phenomena. This research was conducted at SD Tanggan 2 located in Tanggan Village, Gesi District, Sragen Regency, and was carried out within 6 months to find out about the learning method of grade IV and V outstanding students at SD N Tanggan 2. The object of this study is the learning method of outstanding students. The subjects in this study were class teachers and students.

The data used in this study is data related to the analysis of the learning methods of grade IV and V outstanding students at SD N Tanggan 2. The primary data sources of this study are observations and interviews with principals, grade IV and V teachers, and grade IV and V outstanding students. In this study, the informants were principals, teachers of grades IV and V, and outstanding students of grades IV and V. The data collection techniques used are observation, interviews, and documentation. To derive the validity of this data, researchers use triangulation. The analysis data in this research is the analysis model of Miles, M. B., & Huberman, (1994) that consists of data reduction, data display, and conclusion (Sugiyono in Apriyanti et al., 2022).

RESULT AND DISCUSSION

The Learning Methods of Outstanding Students in Grades IV and V of SD N Tanggan 2

The learning methods of outstanding students in grades IV and V SD N Tanggan 2 can be seen from the results of interviews and observations during the learning process. Then, outstanding students of grades IV and V SD N 2 Tanggan have learning methods or study habits, as follows:

First, asking when meeting with difficult questions, the outstanding students in grades IV and V when they have difficulty in doing the questions, they try to do it first, but if they can't they ask the teacher about the question. So, they can overcome difficulties in doing questions by asking about those questions to the teacher.

Second, asking questions when they do not understand the learning material, outstanding students in grades IV and V have a learning method by asking the teacher about the learning material or lessons that they do not understand, so that by asking about the material they are able to well understand the material delivered by the teacher.

Third, paying attention to the teacher's explanation, outstanding students in grades IV and V have a learning method by paying attention to the teacher's explanation during the learning process. By paying attention to the explanation of the learning material delivered by the teacher, they are able to understand the subject matter.

Fourth, repeating lessons, outstanding students in grades IV and V have the habit of repeating the subject matter delivered by the teacher after school, with this learning method they are able to understand the subject matter optimally.

Fifth, double-check assignments carefully, the outstanding students in grades IV and V have the habit of double-checking assignments that they have done carefully, this way they can find out when there are answers that are not right, so they can justify the answers before they are collected.

Factors Affecting the Learning Achievement of Outstanding Students in Grades IV and V of SD N Tanggan 2

Internal Factors

Internal factors consist of physical factors and psychological factors. Physical factors related to the sense of sight, sense of hearing, and physical condition of students. Based on the results of interviews and observations, it can be seen that all outstanding students of grades IV and V do not have physical abnormalities either in the sense of sight, sense of hearing, or other abnormalities or disabilities. All outstanding students of grades IV and V have a normal and good physical or physical condition, which supports students to achieve maximum achievement or learning outcomes.

Then, psychological factors are related to aspects such as; intelligence, attention, interest, talent, motivation, and readiness. Based on the results of the interviews conducted, outstanding students in grades IV and V have a relatively high level of intelligence, which can be seen from their learning achievement. This demonstrates the amount of intelligence shown by excellent students in grades IV and V. The outstanding students in grades IV and V reported that they earned good marks in all subjects.

The concentration level that students exhibit when learning has a direct impact on how well they understand the subject matter, which is connected to the attention component. Based on the results of interviews and observations, outstanding students in grades IV and V showed attention to the explanation of the material delivered by the teacher during the learning process.

The interesting aspect relates to the willingness of students to learn wholeheartedly to learn the material or subjects delivered by the teacher. Based on the results of the interview, it is known that outstanding students in grades IV and V have an interest or willingness to learn different subjects, such as Indonesian subjects, mathematics lessons, and sports lessons.

The talent aspect relates to a person's potential or skill to achieve a certain level of achievement. A person's expansion for success can be greater if they study in a field that matches their talents or skills. Based on the results of the interview, outstanding students in grades IV and V have different talents, such as drawing, coloring, and playing football. But there are also students who are still confused about the talents possessed by him. Although the talents possessed by outstanding students in grades IV and V are not related to academic achievement, they have talents in non-academic aspects which, if directed and guided, will be able to achieve a good achievement as well.

The motivational aspect relates to the desire to learn the subject matter delivered by the teacher. The motivation possessed by students certainly affects learning achievement, students with high motivation will have the willingness to do something to achieve the best possible achievement. Based on the results of the interview, outstanding students in grades IV and V have various motivations such as getting 1st place, to please their parents, and getting gifts from their parents when they get good grades. The success of students in the learning process is of course influenced by the learning motivation they have.

The aspect of readiness relates to a person's willingness to respond or react that exists within a person. In the learning process, the readiness to learn possessed by students plays an important role because by having the readiness to learn students can follow the learning process optimally. Based on the interview, the outstanding students in grades IV and V prepare themselves by learning earlier of time so that they can follow the teacher's explanation while they are delivering the lessons in class.

External Factors

External factors consist of family environment factors, school environment factors, and community environmental factors. Based on the results of interviews with outstanding students of grades IV and V, as well as teachers of grades IV and V, it was obtained:

The first factor is the family environment of grade IV and V outstanding students at SD N 2 Tanggan, especially parents who show support and attention to grade IV and V outstanding students so that they remain enthusiastic about following the learning process and are also motivated to achieve. The family environment is the first school for students, good family environment conditions have an impact on student learning achievement (Slameto, 2013: 60). How the parents educate also affects student achievement, so the role of the family, especially parents, is a factor for children to achieve, both academically and non-academically.

School environmental factors are related to the student learning process which of course affects student's learning achievement. The first aspect is the teacher, the teacher has a very important role in the learning process. Teachers who are intermediaries for students to gain knowledge have ways or teaching styles that also affect student learning achievement. Teachers who use student-accepted delivery methods make it simpler for students to learn the subject matter and produce high outcomes or achievements, however, it also goes the other way around.

Based on the results of interviews with grade IV and V students at SD N 2 Tanggan, in the teaching and learning process, teachers can convey the subject matter well so that students can easily understand the material and obtain good learning results or achievements as well. Then, teachers of classes IV and V revealed that they attempt to communicate the subject matter as effectively as possible during the teaching and learning process by providing clear instructions and explanations that are understandable to students. They also try to take an interpersonal approach with students who are having trouble understanding the learning material. The steps taken by the teacher are enough to help students understand the material delivered by the teacher as well as possible.

The second aspect is school facilities that are closely related to the learning process of students. The completeness of school facilities such as classrooms, learning media, learning tools, school supplies, and so on that can support the teaching and learning process certainly affects student learning achievement. Based on the interviews, grade IV and V teachers revealed that the facilities owned by SD N 2 Tanggan are good enough to support the teaching and learning process, but there are several school facilities that need to be improved. So that the facilities owned by the school can support students optimally.

The third aspect is the curriculum which is a learning plan that will be delivered by the teacher to students. The curriculum contains the presentation of material to students so that students can receive, master, and understand learning material. Teachers have a role in delivering subject matter that is already in the

curriculum. Based on the results of the interview, grade IV and V teachers revealed that the curriculum implemented at SD N 2 Tanggan was the 2013 curriculum. The application of the curriculum is able to influence student's achievement because a curriculum that is in accordance with student learning needs can make it easier for students to understand the material taught. Thus, students are able to obtain maximum learning achievements.

Community environmental factors are related to students' social lives, which of course have an impact on student achievement. Based on interviews, grade IV and V teachers revealed that the community environment or social life of students has an influence on student achievement. Indirectly, the community environment affects the mindset possessed by students. A positive community environment certainly has a positive impact as well such as motivating students to be more active in learning. However, the opposite scenario is also possible—a poor social environment may interfere with student's achievement.

Discussions

With the right way of learning, the students can get good results as well. Outstanding students in grades IV and V have good learning methods such as 1) asking questions when meeting difficult questions, 2) asking questions when they do not understand the material, 3) paying attention to the teacher's explanation, 4) repeating the lesson, and 5) double-checking the assignment carefully. Students with a good way of learning, discipline, and regularity will of course get good learning achievements.

These findings are in accordance with the opinion expressed by Slameto (2013) that there are ways of learning that affect student learning outcomes or achievement, such as; 1) how to manage study time, 2) concentration, 3) reading and taking notes, 4) doing assignments, and 5) repeating lesson material. Students are able to obtain good learning results or achievements if they have an effective way of learning with regularity, discipline, concentration, and time management.

Then, based on previous research conducted by Sinurat, Tanjung, Anzelina, & Abi (2021) found that student learning achievement is a form of habit carried out every day by students at home by learning lessons the night before entering school, reading, summarizing subject matter, practicing, and answering practice questions. With this study habit, students are able to get satisfactory and maximum learning achievements.

Based on this explanation, it can be concluded that the way of learning possessed by students determines the achievements or learning outcomes they achieve. Students with good learning methods are able to obtain good achievements or learning outcomes as well, but that also applies the other way around. Students with poor learning have a lower chance of getting good achievements or results. Thus, the way students learn is directly proportional to the achievements or learning outcomes obtained.

Both internal and external factors have an impact on the learning achievement of the outstanding students of SD N 2 Tanggan. Internal factors are in the form of

1) physical factors such as the sense of sight, sense of hearing, and physical condition of students, and 2) psychological factors such as intelligence, attention, interest, talent, motivation, and readiness. Then, external factors consist of 1) family environment factors such as parental support and attention, 2) school environments such as teachers, school facilities, and curriculum, and 3) community environment related to student social life.

These factors certainly affect student learning achievement and can increase student's achievement and can also inhibit student's achievement. As stated by Rimadhani & Abduh (2022) low achievement among students is impacted by a number of variables, such as environmental factors, parental income factors, and lack of parental attention. Then, teachers can apply innovative learning methods to make students more enthusiastic in following learning so that students are able to receive material optimally. Furthermore, Mutlifah & Kaltsum (2022) mentioned that the student's learning interest is the opening key to getting the students engaged in the lesson and creating prospects for achieving better academic achievement in the future.

According to Wardani & Sayekti (2022), parents play various roles as educators, mentors, motivators, and facilitators. Parent's roles in educating their children include being patient, understanding character, advice, and subject matter, discussing, tutoring, motivating, providing facilities, and waiting for internet improvements.

This finding is in accordance with Slameto (2013: 5-7) which reveals that student learning achievement is influenced by internal and external facts. Internal factors consist of physical factors, psychological factors, and fatigue. Then, external factors consist of the family environment, school environment, and community environment. Researchers found similarities to the findings of research that had been carried out, namely where there were internal and external factors that influenced the learning achievement of outstanding students at SD N 2 Tanggan. Then, compared with research conducted by Sutriani et al. (2018), other factors affect student learning achievement in addition to student learning styles, such as parental reinforcement or support, teacher teaching methods, the learning environment for students, their interests, and family genetic factors. The study's findings demonstrate how both internal and external influences may have an impact on students' academic performance.

In the learning process, teachers must have methods or learning strategies that suit students so that learning can run effectively and efficiently to achieve the expected goals (Chrisandi & Koeswati, 2019). Teacher's involvement in guiding student's character and knowledge, so that the role of teachers is very important where teachers are also required to have good teaching and classroom management skills (Samosir & Idayani, 2022). In the learning process, the teacher must also be able to make students actively involved during the learning process, then the teacher also needs to pay attention to the way students learns. Whether the way of learning

owned by students is appropriate and effective, by having an effective way of learning, students have a better chance of obtaining achievements or learning achievements (Sinurat et al., 2021).

Then, the teacher also needs to utilize learning media to increase student learning interest so that they are interested in participating in the learning process. As stated by Khomariyah, Sayekti, & Khanifah (2022), the use of instructional media can increase student's interest in learning in the learning process, especially at the elementary school level.

The previously mentioned reasoning leads to the conclusion that internal and external influences, correspondingly, have an impact on student's achievement or learning achievement. Internal factors consist of physical factors and psychological factors. External factors are family environment factors, school environment, and community environment. Both of these factors affect the achievement or learning achievement of grade IV and V outstanding students at SD N 2 Tanggan.

CONCLUSION

Based on the discussion of research findings, it can be concluded that: 1) the outstanding students in grades IV and V of SD N Tanggan 2 have various learning methods. Outstanding students in grades IV and V of SD N 2 Tanggan have learning methods such as asking questions when meeting difficult questions, asking questions when they don't understand the material, paying attention to the teacher's explanation, repeating lessons, and double-checking assignments carefully. 2) There are two factors that affect the learning achievements of outstanding students of SD N Tanggan 2 namely internal factors, which include both physical and psychological factors. Additionally, external elements include the environmental influences on a family, a school, and a community.

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