
IMPROVING LEARNING ACHIEVEMENT OF CLASS IV STUDENTS IN SOCIAL LESSONS ABOUT NATURAL VIEWS BY USING INTERACTIVE LEARNING MODEL

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The problem that arises in schools when carrying out student learning in the social sciences field is the lack of motivation from students in participating in the teaching and learning process. This study aims to provide input or information to improve the quality of the process or learning outcomes in the classroom by appealing to teachers to do CAR. This study uses a qualitative methodology, namely classroom action research. The place used to carry out this research is SD Negeri Pondok Kacang Timur 04 Pondok Aren District. The time used by researchers in carrying out this classroom action research was for 2 cycles, namely on October 15, 2019 (Cycle 1) and October 22, 2019 (Cycle 2). The research subjects were students of Pondok Kacang Timur 04 Elementary School Class IVB, totaling 23 students. Based on the description of the discussion and the results of the research, it can be concluded that from Cycle 1 to cycle 2 regarding the use of interactive learning models, the authors can conclude that by using interactive learning, it is able to improve the learning achievement of fourth grade students of SD N Pondok Kacang Timur 04 on material about natural appearances. Through interactive learning, students can be more active in learning activities, especially in social studies subjects.

KEYWORDS

Learning Achievement, Social Lessons, Interactive Learning Model

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INTRODUCTION

In the process of teaching and learning teachers become the main role in creating educational interactive situations, namely the interaction between teachers and students, students with students and with learning resources in supporting the achievement of learning goals (Sukamto, 2016). For the realization of such a teaching and learning process, of course, requires the efforts of teachers to actualize their competence professionally, especially methodological aspects (Sumiyati, 2017).

IPS as one of the fields of study that has the aim of equipping students to develop their reasoning in addition to aspects of values and morals, many contain social material that is hapalan so that the knowledge and information received by students is limited to hapalan products (Jenanu & Arifin Maksum, 2014). The nature of ips lessons has consequences for the teaching and learning process which is dominated by an expository approach, especially teachers using lecture methods while students are less involved or tend to be passive (Erianjoni, 2011). In the lecture method there is an imperactive dialogue. In fact, in the process of learning to teach student involvement must be in totality, meaning involving the mind, vision, hearing, and psychomoto (skills, one of which is while writing) (Sukamto, 2016). So, in the process of teaching and learning, a teacher should invite students to listen, present media that can be seen, provide opportunities to write and ask questions or ask questions so that there is a creative dialogue that shows an interactive teaching and learning process (Tasril & Putri, 2019). Learning situations like this can be created through the use of participatory approaches (Sitohang, 2011).

The process of teaching and learning has a broader meaning and understanding than the notion of teaching, because in it is implied a unity of activities that are inseparable between students who learn the DNA of teachers who teach, which are intertwined in the form of educational interactions (Yuspi, 2017). The role of teachers in IPS learning has a close relationship with how to enable students in learning, especially in the process of developing their skills (Salam, 2020).

The development of skills that students must have are thinking skills, social skills and practical skills (Farisi, Hamid, & Melvina, 2017). Thinking skills are developed to train students to think logically and systematically through the teaching and learning process with a model of development of critical thinking, social and practical skills through a model of creative dialogue. All three skills can be developed in interactive teaching and learning situations between teachers with students and students with students (Hidayat, 2021).

. They are less serious in focusing on following IPS learning materials. This arises because in the implementation of teaching and learning teachers more often use books as a source of learning, where teachers only use lecture methods in explaining IPS learning materials (Rahman, 2017). The absence of demonstration media or example images that are a means of real knowledge for students (Anas, 2014).

Based on the results of observations and information provided by teachers at SDN Pondok Kacang Timur 04, especially class IV there are problems faced by students, namely the lack of motivation from students in following the process of learning to teach IPS subjects, the statement is also based on the results of students' daily repeat scores on IPS subjects that are quite low and the student's absorption is classically still below the minimum standard of 75%. In detail, of the 27 grade IV students at Pondok Kacang

Timur Elementary School 04 who scored 80 were 3 students (11%) who got a score of 70 as many as 10 students (35%), who got a score of 60 as many as 10 students (38%), who got a score of 50 as many as 4 students (14%).

This fact shows that students of Pondok Kacang Timur Elementary School 04 have not achieved the completion of learning on IPS subjects.

The results of this research will be useful for teachers to gain classroom action research experience in class IV SDN Pondok Kacang Timur 04, especially in order to improve the quality of IPS learning processes and outcomes. Actions given in two cycles can also be beneficial for students to provide exercises/experiences to solve problems and improve students' learning achievement. This research aims to provide input or information to improve the quality of learning processes or learning outcomes in class by appealing to teachers to do PTK.

RESEARCH METHOD

This study uses a qualitative methodology, namely classroom action research (McKernan, 2013). The place used to carry out this research is SD Negeri Pondok Kacang Timur 04 Pondok Aren District. The time used by researchers in carrying out this classroom action research was for 2 cycles, namely on October 15, 2019 (Cycle 1) and October 22, 2019 (Cycle 2). The research subjects were students of Pondok Kacang Timur 04 Elementary School Class IVB, totaling 23 students.

Data analysis of observations during the learning process took the form of qualitative descriptive. In carrying out the observations, the researcher was assisted by an observer to fill out a checklist of observation sheets that had been prepared (Merriam & Tisdell, 2015). The aspects observed included the activeness of students in paying attention and listening to the teacher's explanations, asking questions, answering and expressing opinions, as well as activities in learning using the demonstration method.

RESULT AND DISCUSSION

A. Description per Cycle

1. Learning before carrying out repairs

a. Planning Stage

Researchers prepare learning tools consisting of lesson plans, observation sheets, formative questions, and supporting learning tools.

b. Stages of Activities and Implementation

The activities and learning stages were carried out on Monday, October 8, 2019, in grade IV (four) SDN Pondok Kacang Timur 04 with 23 students. Researchers act as teachers, observations are carried out during the learning process. The process of teaching and learning activities is guided by the lesson plans that have been made.

Formative tests are given at the end of the learning process, and this test aims to determine the level of understanding and success of students in understanding the material that has been taught. The data obtained after the learning process are:

Table I Recapitulation of Student Values before Improvement of Class IV Social Studies Learning

Num ber	Student' Name	Score
1	Adelia Kusuma	40
2	Adzim Framiadzi	50
3	Agus Prasetyo	70
4	Aliza Arrahmi Aziz	70

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5	Ananda Alifio	60
6	Azti Nur Hafidzah	70
7	Daniel Ananda maulana	80
8	Dhea Indra Kirana	90
9	Farhan	60

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10	Farhat	70
11	Kanaya Rapasha	60
12	Kiani Aldina Putri	80
13	M. Rizky Ramadhan	70
14	Meivira Sonia Putri	60
15	M. Zaky Firdaus	60
16	M. Abdi Sudrajat	70
17	Melati AB	60
18	Mirna Nur Azizah	80
19	Putri Dyah fauziah	50
20	Raffi fairuz	70
21	Renanta Paras Maheswari	60
22	Ufhuwanul hanif	70
23	Zahra Septyaningrum	80
Total		1.530
Average		66,52

Number of Students: 23 students

Number of Questions: 5 items

Maximum number of individual scores: 100

The maximum number of classical values: 2,300

Expected completeness: 75%

Number of successful students: 13 students

Number of students who have not succeeded: 10 students

Percentage of completeness: 55%

From the data above, it can be explained that there are 10 students who have not completed social studies learning yet, this is due to:

1. Students have not mastered the material.
2. Students have not mastered what the teacher explained.
3. Students do not understand about the questions given by the teacher.

The data shows that classically students have not achieved mastery learning, because students who score 70 and above are only 55%, smaller than the desired completeness of 75%.

2. Repair Cycle 1

a. Planning Stage

Researchers prepare learning tools consisting of Improvement Implementation Plan 1, observation sheets, evaluation tools, learning scenarios about Natural Appearances, and teaching tools that support

b. Implementation Stage

The activity stage and implementation of learning improvements were carried out on Monday, October 15, 2019, in class IV (four) SDN Pondok Kacang Timur 04 Pondok Aren District with 23 students. Researchers act as teachers, and observers who are carried out during the learning process. The process of teaching and learning activities is guided by the results of the initial learning and the Improvement Implementation Plan made (Simamora, Sidabutar, & Surya, 2017). Evaluation test is given at the end of the learning process, the test aims to determine the level of understanding and success of students on

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the material that has been taught. The data obtained after the repair process is as below:

Table 2 Recapitulation of Student Values in Improving Social Studies Learning Cycle 1
Class IV

Nu mber	Student' Name	Score
1	Adelia Kusuma	50
2	Adzim Framiadzi	50
3	Agus Prasetyo	70
4	Aliza Arrahmi Aziz	70
5	Ananda Alifio	70
6	Azti Nur Hafidzah	80
7	Daniel Ananda maulana	80
8	Dhea Indra Kirana	90
9	Farhan	70
10	Farhat	70
11	Kanaya Rapasha	60
12	Kiani Aldina Putri	80
13	M. Rizky Ramadhan	70
14	Meivira Sonia Putri	60
15	M. Zaky Firdaus	70
16	M. Abdi Sudrajat	80
17	Melati AB	60
18	Mirna Nur Azizah	100
19	Putri Dyah fauziah	50
20	Raffi fairuz	70
21	Renanta Paras Maheswari	60
22	Ufhuwanul hanif	70
23	Zahra Septyaningrum	80
Total		1.610
Average		70,00

Number of Students: 23 students

Number of Questions: 5 items

Maximum number of individual scores: 100

The maximum number of classical values: 2,300

Expected completeness: 75%

Number of successful students: 16 students

Number of students who have not succeeded: 7 students

Percentage of completeness: 70%

The results of the data above can be explained that students are still not able to understand the concept of natural appearances totaling 7 people, this shows an improvement. Although there is an increase, classically students have not achieved mastery learning, because students who score 70 and above are still 70%, smaller than the desired percentage of completeness, which is 75%. In the process assessment during the learning process, it was found that one group was less active, the cooperation was also lacking and the time to show the role was still less serious. This shows that students' interest is still lacking.

3. Repair Cycle 2

a. Planning Stage

At this planning stage, the researcher prepares learning tools consisting of Improvement Implementation Plan 2, observation sheets, evaluation tools, learning scenarios, and supporting teaching tools.

b. Repair Implementation Stage

The implementation phase of learning improvement was carried out on Monday, October 22, 2019, in grade IV (four) SDN Pondok Kacang Timur 03 with 23 students. Researchers act as teachers, and observers who are carried out during the learning process. The process of teaching and learning activities is guided by the results of improvement 1 (cycle 1) and the Improvement Implementation Plan 2 that has been made. Evaluation test is given at the end of the learning process, the test aims to determine the level of understanding and success of students on the material that has been taught. The data obtained after the repair process 2 are as follows:

Table 3 Recapitulation of Student Scores in Improving Social Studies Learning
Cycle 2 Class IV

Number	Student's Name	Score
1	Adelia Kusuma	60
2	Adzim Framiadzi	60
3	Agus Prasetyo	80
4	Aliza Arrahmi Aziz	80
5	Ananda Alifio	70
6	Azti Nur Hafidzah	80
7	Daniel Ananda maulana	90
8	Dhea Indra Kirana	100
9	Farhan	80
10	Farhat	90
11	Kanaya Rapasha	70
12	Kiani Aldina Putri	100
13	M. Rizky Ramadhan	80
14	Meivira Sonia Putri	70
15	M. Zaky Firdaus	70
16	M. Abdi Sudrajat	80
17	Melati AB	70
18	Mirna Nur Azizah	100
19	Putri Dyah fauziah	60
20	Raffi fairuz	80
21	Renanta Paras Maheswari	70
22	Ufhuwanul hanif	70
23	Zahra Septyaningrum	80
Total		1.790
Average		77,82

Number of Students: 23 students

Number of Questions: 5 items

Maximum number of individual scores: 100

The maximum number of classical values: 2,300

Expected completeness: 75%

Number of successful students: 20 students
Number of students who have not succeeded: 3 students
Percentage of completeness: 88%

Based on the analysis of learning outcomes above, it can be explained that there are 3 students who have not been able to do the evaluation test, this shows a significant increase. Before the improvement, the percentage of mastery learning was only 55%, after improvement 1 increased to 70%. Then the researchers carried out improvement 2 with very good results. The percentage of completeness reached 88%, greater than the desired percentage of completeness of 75%. In the assessment process during the learning process, it was very visible that the students were active, showing good cooperation between teachers and students.

B. Discussion of Each Cycle

1. Complete Learning Outcomes

Based on the results of research during the teaching and learning process, it showed an increase in student interest in learning and student learning outcomes in social studies learning. This is evidenced by the increase in the percentage of completeness in the evaluation tests for improvement 1 and evaluation tests for improvement 2. Prior to the improvement, completeness reached 55% which was still far from the desired percentage of completeness.

But after improvement 1 the percentage of completeness there is an increase to 70%. Although there is an increase in both interest and student learning outcomes in improvement 1, it still needs improvement because it has not achieved the desired completeness. Then improvements were made to cycle 2, the value of mastery learning experienced a significant increase, namely 88%. Thus, in cycle 2, classical learning mastery has been achieved so that there is no need to make improvements. .

2. Teacher's Ability in Managing Learning

Based on the research results, student activities, group work and students' seriousness in each learning process have increased, which has an impact on improving student learning outcomes.

The increase in student learning outcomes shows how big the role of the teacher in managing learning, and the teacher has succeeded in growing students' interest in Social Science lessons.

3. Teacher and Student Activities in Learning

Based on data analysis, it can be seen the development of activities in the learning process as follows.

- a. In the implementation of learning, the teacher asks questions with students, the teacher tells a lot so that students listen a lot, students are less active.
- b. In the implementation of the improvement in cycle 1, the teacher was more intensive in conducting questions and answers with students, students actively asked the teacher. The teacher observes the students by using the observation sheet while the students are working on the assignment.
- c. In the implementation of repair 2, in addition to conducting Q&A, the teacher also added media by using pictures of natural appearances. Students are more active and feel happy in participating in learning activities. The teacher observes by using the observation sheet during the learning process.

The teacher has carried out the learning process well, including guiding, directing,

providing reinforcement/motivation and observing every student activity, especially in conducting questions and answers with students, motivating students who are not brave enough to be confident. At the end of the lesson the teacher gives an evaluation test.

The results of this study indicate that learning through the interactive learning model is very beneficial for both teachers and students. With the interactive learning model students feel happy because interaction with the teacher will make it easier to understand the subject matter, can eliminate boredom, boredom in learning. So that the application of the interactive learning model can increase student interest and student learning outcomes in social studies subjects.

CONCLUSSION

In pre-learning, the number of students who did not complete the lesson was very high. After carrying out the improvement of learning in Cycle 1, it appears that the increase in student learning outcomes is 70%, 16 students have completed and 7 students are still incomplete. In cycle 2 there was a significant increase of 88%.

Based on the description of the discussion and the results of the research above from Cycle 1 to cycle 2 regarding the use of interactive learning models, the authors can conclude that by using interactive learning, it is able to improve the learning achievement of fourth grade students of SD N Pondok Kacang Timur 04 on material about natural appearances. Through interactive learning, students can be more active in learning activities, especially in social studies subjects.

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