

APPLICATION OF LEARNING MODEL AUDITORY, INTELLECTUALLY, REPETITION (AIR) TO INCREASE STUDENT ACTIVITY AND LEARNING OUTCOMES IN 2013 CURRICULUM INTEGRATED THEMATIC LEARNING IN CLASS IV SDN 06 HAND OF PADANG

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ABSTRACT

This study aims to improve the activities and learning outcomes of students in class 06 Tengah Padang uses the Learning Model *Auditory, Intellectually, Repetition (Air)*. This research is a classroom action research. The instruments used in this study are observation sheets and test results. This study consisted of two cycles with a total of 22 students. Each cycle consists of the stages of planning, action, observation, and reflection. Student activity is said to increase if it has achieved a success indicator of $\geq 50\%$ and learning outcomes increase if it reaches the success indicator $\geq 70\%$ after being applied to the Learning Model *Auditory, Intellectually, Repetition (Air)*. The results of the study indicate an increase in the activities and student learning outcomes. Student activities in the first cycle were 42.85% and the second cycle was 78.57%. Learning outcomes in the first cycle were 47.61% and the second cycle was 80.95%. Based on the results of the study that the Learning Model *Auditory, Intellectually, Repetition (Air)* can be used as an alternative in the learning process.

Keywords: WATER Model, Activities, Learning Outcomes, Integrated Learning

INTRODUCTION

Education is a planned activity or process carried out by related components to develop self potential, maximize ability, increase knowledge, improve spiritual spirit and have personality that is expected to be suitable with educational goals itself. Hamalik stated (2014) Education is a process in influencing students to be able to adjust

as well as possible with their environment, thereby creating changes in themselves that enable them to function well in society. So that the target of change can be achieved as desired.

In the world of education can not be separated from the curriculum which is a device of subjects and educational programs provided by educational providers (Hermon, 2015). The curriculum is one of the elements that contributes in realizing the process of developing the potential quality of students (Hermon and Dalim, 2005; Hermon and Dalim, 2006). Curriculum 2013 was developed based on competencies that are needed as an instrument to direct students to become the *first* qualified human beings who are able and proactively to respond to the challenges of an ever-changing era, *both* educated humans who believe and fear God Almighty, noble, healthy, knowledgeable, capable creative, independent, *third* democratic and responsible citizens.

2013 curriculum requires teachers to implement integrated thematic-based learning, this model starts from the development of themes to map material, and determine topics in learning. One of the advantages of integrated thematic learning is understanding the interrelationships between concepts and subjects dividing into four advantages, namely holistic, meaningful, authentic and active. Likewise learning experiences tend to involve students in constructing knowledge. Therefore, Learning as the core of curriculum implementation in its outline concerns three managerial functions, namely planning, implementation and assessment of integrated thematic learning can utilize various sources (Rasidi and Setiawati, 2015).

On the one hand, curriculum change is a demand, but on the other hand, curriculum change also requires readiness such as the problem of the ability of teachers in the teaching and learning process of teachers and students is a supporting factor in efforts to improve learning outcomes. The role of the teacher is needed to support the creation of an atmosphere of teaching and learning that is fun and allows students to learn optimally and students are involved in addressing, understanding, and looking for material.

Activities in learning are very necessary because in principle learning is doing (*learning be doing*) to be able to change student behavior as a result of learning, because

without learning activities it is not possible to go well. This activity occurs because of the interaction of individuals with the environment. Student activities can be raised when the teacher is able to use the right learning model. And we can understand it in terms of learning activities which are direct student involvement in the learning process that is passed to achieve the learning objectives to be achieved.

The purpose of each teaching and learning process is to obtain optimal learning outcomes. This can be achieved if students are directly involved and active both physically, mentally, and emotionally. Hope of learning will only succeed in the hands of qualified teachers. The occurrence of interactions between teachers and students, as well as between students and students and with other learning resources.

Based on observations conducted by researchers at SDN 06 Tangah Padang researchers found several problems that occurred in the learning process in the classroom, along with more detailed explanations. *First*, the interaction pattern has not been multi-directional. This problem is characterized by interactions that are only carried out by the teacher with students, students and teachers. There is no interaction between students and students and students with learning resources. *Second*, student activity in learning is still lacking. This problem is characterized by the role of students who are still small, when compared with the role of the teacher in learning. *Third*, the implementation of learning is still classical. This problem is characterized by a learning process that is still *teacher center* and the learning method used is still conventional. *Fourth*, the media and sources used are inadequate. This problem is characterized by the media and learning resources used are not diverse, only a textbook. *Fifth*, it was found that many teachers still felt difficulties in integrating existing material in schools. It showed that many teachers had not fully implemented 2013 Curriculum which had the principle of integrating a lot of material. *Sixth*, the learning outcomes of most students have not yet reached KKM.

If this is allowed, it will be an obstacle for students in continuing higher education. Because students don't get the basic knowledge they need to have in elementary school and haven't mastered the basic skills needed at the next level. Therefore, this problem needs to be minimized by applying learning models that are appropriate to the characteristics of learning, student characteristics and learning

material. An interesting learning model that the researcher wants to use in this study is the learning model *Auditory Intellectual Repetition*. The learning model *Intellectual Repetition Auditory* is learning that is no longer teacher-centered but to students. The learning model *Auditory Intellectual Repetition* considers that learning will be effective if it considers three things, namely *Auditory*, *Intellectual* and *Repetition*. *Auditory* means the senses of the ear are used in learning by listening, speaking, presenting, expressing opinions, and responding. *Intellectual* means thinking ability needs to be trained through problem solving. *Repetition* means repetition is needed in learning so that deeper and wider understanding, students need to be trained through assignments and quizzes (Huda, 2014). In line with Shoimin (2016) the AIR learning model stands for *Auditory*, *Intellectual* and *Repetition*. The AIR learning model is one of the learning models with a construction approach that emphasizes that learning must utilize all the sensory tools possessed by students, with the many uses of the five senses involved, it will increase the understanding of students' concepts.

This learning model focuses more on real activities, where in the learning process there is basically a reciprocity between teacher and students in order to gain knowledge, understanding, and other skills and behaviors including attitudes and new teaching values looking at students as individuals and individual learning. Therefore the teaching implications must be holistic, learning by interacting with teachers and students in collaboration and sympathy. Because of that cooperation in the form of groups is needed. According to Hadiyanto and Martini, (2018) the process of group learning requires that students collaborate, thus encouraging students to communicate more intensively and effectively in completing their assignments and this condition will trigger familiarity between students.

METHOD

Type of research used is Classroom Action Research (CAR). *Classroom Action Research (CAR)* or PTK is the process of reviewing learning problems in the classroom. According to Arikunto *et al.*, (2012) Classroom Action Research (CAR) is formed from three words, which have the following meanings: (1) research, shows that an activity looks at an object by using certain methodology and rules to obtain data or information

useful in improving the quality of something that interests and is important for researchers, (2) actions, showing a movement of activities intentionally carried out with a specific purpose. In research in the form of a series of cycle activities for students, and (3) class is a group of students who, at the same time, receive the same lesson from the same teacher.

RESULTS AND DISCUSSION

This classroom action research consists of two cycles in which each cycle consists of two meetings and one test learning outcomes at the end of the cycle. The implementation of learning is carried out using the model *Intellectual Repetition Auditory*. This study uses an instrument in the form of an observation sheet (observation) of teacher activity, observation sheet (observation) of student activities, affective observation sheet (collaboration) students, and tests of student learning outcomes at the end of each cycle.

Learning using the model *Auditory Intellectual Repetition* makes students learn to be independent and students feel responsible in doing assignments in groups with good discussion so that students can exchange ideas and issue ideas for each student. Through the model *Intellectual Repetition Auditory*, students can show a good activity as a whole that is specifically that is discussion activities and express opinions in the learning process so that it affects the increase in student learning outcomes.

Success of students in learning is generally seen from the management of the implementation of learning in the percentage of teacher activity. The implementation of learning through the model *Auditory Intellectual Repetition* in the first cycle can be seen as an average of 72.5% said to be moderate so it has not been said to be good. This is because teachers have not mastered learning and the steps in the model *Intellectual Repetition Auditory*. Meanwhile in the second cycle, the average percentage was 87.5% so that the implementation of learning through the model *Auditory Intellectual Repetition* had increased considerably from the first cycle with a percentage difference of 15%. That is, the teacher has carried out the steps of the model *Auditory Intellectual Repetition* well so that it can achieve a satisfying percentage average of 80%. Thus, the teacher has been said to be good at delivering learning to students

Activities in the learning process are interactions that occur between the teacher and students, between students, and the students themselves, thus creating a fresh and active atmosphere in the learning process. The model *Auditory Intellectual Repetition* there is an increase in student activity. This is evident from the increase in the average percentage of each indicator of the success of student activities that have been set. Discussion activities are cycle I with a percentage of 44.86% increasing in cycle II with a percentage of 83.33%, which means there is an increase from cycle I to cycle II of 38.47%. Meanwhile, the activity of issuing student opinions, namely the first cycle with a percentage of 45.23% increased the second cycle with a percentage of 78.57%. In the activity of issuing student opinions there is an increase from cycle I to cycle II by 33.34%. Thus, the discussion activities and activities of issuing student opinions can be said to be good and have reached the target of 70%.

In this student discussion activity is the interaction between students and other students by collaborating on student discussion sheets. In each group it is required to be able to cooperate well. Student discussion activities through the model, *Auditory Intellectual Repetition* namely in the first cycle obtained an average of 7, 5 and while the discussion activities of students in the second cycle obtained an average of 8.4. Then from the two cycles it can be seen that the increase from cycle I to cycle II is 0.9. Then, from the average per cycle, the overall average is 7.95 which matches the criteria.

Data on student learning outcomes are obtained through tests of learning outcomes conducted at the end of each cycle. This is evident after the researchers conducted research in the first cycle and second cycle through the model *Intellectual Repetition Auditory*, student learning outcomes increased. In this case, there is an increase in the completeness of student learning outcomes in the first cycle and second cycle. Student learning outcomes in 2 cycles can be seen that in the first cycle, students who completed learning there were 10 people (47.61%) with a classical average of 66.42. Furthermore, in the second cycle, there were students who completed learning there were 17 people (80.95%) with a classical average of 81.42. So, efforts to improve student learning outcomes in learning through the model *Intellectual Repetition Auditory* provide good results, as evidenced by the increase in student learning outcomes towards a better direction.

CONCLUSION

Student activity in learning on each indicator increases. This can be seen in the discussion activities, namely the first cycle with a percentage of 42.86% increased cycle II with a percentage of 83.33% and the activity of issuing opinions, namely the first cycle with a percentage of 42.85%, increased cycle II with a percentage of 78.57%. The average percentage of affective student learning outcomes (collaboration) in the first cycle of 70% increased to 86% in the second cycle and the average percentage of cognitive student learning outcomes (understanding) in the first cycle was 47.61% with the number of students who complete 10 people increased in the second cycle of 80.95% of students who completed the study amounted to 17 people.

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