

EFFECTIVENESS OF COMMUNICATION AND RESULTS OF LEARNING IV CLASS SCHOOL STUDENTS ON IPA LEARNING THROUGH THE OPEN ENDED MODEL

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ABSTRACT

This type of research was class action, with the subject of fourth grade elementary school students. The study was conducted in the even semester of the 2015/2016 academic year, the research instrument used was the effectiveness of communicating student sheets, learning outcome assessment sheets on the cognitive aspects of students at the level of knowledge and understanding. Based on the results of the study, the communication effectiveness of students in the first cycle obtained an average value of 49.99% increase in the second cycle to 67.45%, the communication effectiveness of students in the first cycle obtained an average value of 53.96% increasing in the second cycle to 71, 42%. While student learning outcomes at the cognitive level of knowledge in the first cycle increased in the second cycle 68.33 to 80.47, cognitive learning outcomes at the level of understanding in the first cycle increased in the second cycle 58.09 to 71.42. It can be concluded that the Open Ended model could increase the effectiveness of communication and student learning outcomes in fourth grade science learning in elementary school.

Keywords: Communicating, Learning, Open Ended, IPA

INTRODUCTION

IPA is a human effort to understand the universe through observing the right on the target, and using procedures, and explained by reason so that they get a conclusion. In this case the teachers, especially those who teach science at school. basic, expected to know and understand the nature of science learning, so that in science learning teachers

have no difficulty in designing and implementing learning. Students who do learning also have no difficulty in understanding science concepts. Based on interviews on January 23, 2016 with IV class teachers with Gusnita S.Pd's mother about science learning in SDN in grade IV found student learning outcomes in science learning the first daily test of even semester is low. Of the 21 fourth grade students, 13 male students, and 8 ability students only 6 people who scored above 69, and 15 people got scores below 69. Based on the minimum completeness criteria (KKM) determined by the school namely 69 then students who reach the KKM score are only 6 people. This is caused by several factors, including students who are less active in communicating with the teacher while attending the study because the teacher uses the lecture method while studying and does not use learning media.

Communicating effectively is communication that is able to produce changes in one's attitude, exchange opinions, and issue ideas, so that teachers and students exchange ideas and issue ideas. Likewise with students, if communication between students and teachers is effective then student learning outcomes are likely to increase. So, students' understanding and knowledge in learning will also increase and produce effective learning outcomes (successful). The communication process that occurs in discussion groups is in the form of small groups. Implementation of activities from the role of group discussion to solve problems and implement group assignments regarding material so that communication can take place effectively (Nikmatullah, 2005).

Based on the data value of UH Semester II grade IV SDN 2 academic year 2015/2016 shows that the UH value of Semester II students in science learning is very low. Open ended learning model is a learning process in which the goals and desires of individuals / students are built and achieved openly (Huda, 2014). In determining the problem that will be used as a learning basis, Ngalimun (Istarani, 2015) says that "the problem must be contextual, rich in mathematical meaning (use images, diagrams, tables), develop problems according to students' thinking abilities, associate with the next material, prepare a guidance plan (gradually released independently) ".

Student needs are how to analyze the relationship between students' abilities and expectations from the learning process. Second, there must be description of what the exam system is like. Suyanto & Djahad (Istarani, 2015). A learning is said to be

effective if it meets the main requirements of learning effectiveness, namely: 1) The presentation of high student learning time is devoted to KBM; 2) The average behavior of carrying out high tasks among students 3) Determination between the content of teaching material with the ability of students (learning success orientation) takes precedence, and 4) Developing a friendly and positive learning atmosphere, developing a class structure that supports item (2), without ignoring item (4). Trianto (Istarani 2015). Effective learning can not be separated from the effective role of the teacher, effective learning conditions, involvement of students, and learning resources / learning environment that supports. Sani (Istarani, 2015).

Learning can be said to be effective if it is able to provide new experiences to students form student competencies, and deliver them to the goals to be achieved optimally. Effective learning requires active student involvement, because they are the center of learning activities and the formation of competencies. Effective learning needs to be supported by an atmosphere and adequate / conducive learning environment. Therefore, teachers must be able to manage students, manage learning activities, manage the content of learning materials, and manage learning resources. Creating effective classes with learning effectiveness approaches cannot be carried out in a parsia, but must be comprehensive starting from planning, implementation and evaluation .

METHOD

This type of research was classroom action research (classroom research) with the stages of implementation including planning, action, implementation, observation and evaluation / reflection. According to Arikunto *et al.*, (2012) there are three definitions of PTK, namely Research, Action, and Class. Class action research is an examination of action activities, which are deliberately raised and occur in a class together. The action was given by the teacher or by the direction of the teacher conducted by the student.

RESULTS AND DISCUSSION

This research was conducted at SDN, with the subjects of the study were grade IV students totaling 21 people consisting of 13 male students and 8 female students. In this chapter, the results of the research are to increase the effectiveness of communication and learning outcomes of class IV students in science learning through open ended models in the second semester of the 2015/2016 academic year. In carrying out the research action, the researcher acted as a fourth grade teacher and was assisted by 2 observers, namely I observer Ms. Gusnita, S.Pd (Grade IV teacher) and observer II Ibu Lira, S.Pd (One teacher at SDN). The percentage of teachers in managing learning gets an average percentage of 69.45%, so that it can be said to be quite good but not maximal. The percentage of teachers in carrying out learning has an average score of 83.35%, so that it can be said to be very good, because the teacher has done the steps of science learning using the open ended model very well.

The percentage of cognitive learning outcomes at level C1 (knowledge) and C2 (understanding) students have an average of 83.33% so that it can be said to be very good and maximum. The learning completeness target that has been determined by the researcher on the indicators of the success of learning outcomes in the cognitive aspects of the level of C1 (knowledge) and C2 (comprehension) is 70% of the total students. In this second cycle, the cognitive aspects of learning outcomes at level C1 (knowledge) and C2 (understanding) reached the target, which was 83.33%. The achievement of learning learning in the second cycle has reached the target of learning completeness.

This classroom action research consists of two cycles, each of which consists of two meetings. Regarding the schedule of science subjects in grade IV SDN 2 hours of study in 1 week, the final cycle of research activities conducted in the last 1 hour at the second meeting of each cycle. This study uses research instruments in the form of teacher activity sheets, student communication effectiveness sheets, student learning outcomes tests, and documentation. Learning using an open-ended learning model is a new thing for students. The learning activities with the open-ended learning model are based on a combination of the knowledge students have about the material being studied, so that learning is more abstract and can be understood by students well,

considering the criteria of students in primary school age that are concrete operational. Learning using the open-ended learning model also teaches students to respond to what problems students find in learning.

At this stage, the teacher must record the response from the student and instruct students to present the findings or discussion. Then by using the open-ended learning model, students can solve the problems presented by the teacher and convey the results of all of them. Assessment of student learning outcomes to determine the extent to which he has reached the target, this is what is called learning achievement. As Winkel²⁴ said, the learning process experienced by students produces changes in the fields of knowledge and understanding, values, attitudes and skills. There are changes that appear in the learning outcomes produced by students on questions, problems or assignments given by the teacher (Baharun, 2015).

Whereas seen from someone's communication ability is needed in every condition, for example when preparing a presentation, conveying ideas or ideas and in each learning activity. Seeing the importance of communication effectiveness communication will greatly determine the success of the organization both in the short and long term (Griffith, 2002). The ability of individuals to convey messages or information well, to be a good listener, to use various audio-visual media is an important part in carrying out effective communication within an organization. Communication is the most important skill in the lives of every human being and organization. Steven Covey likens communication to the breath of life. He focuses on the concept of interdependence to explain human relations. An important factor in communication is not just what someone has written or said, but more about someone's character and how someone can convey a message to the recipient of the message. (Anatan, 2009).

CONCLUSION

On the communication effectiveness sheet asked in the first cycle of 49.99% and in the second cycle increased by 67.45%. While the effectiveness of communication answers students' average scores in the first cycle of 53.96% and in the second cycle increased by 71.42%. So the effectiveness of communicating asking and answering

students could increase in cycle II with the Open Ended learning model. Student learning outcomes on cognitive at the level of knowledge (C1) can obtain an average value of the first cycle of 68.33% and in the second cycle increased by 80.47%. While the level of understanding (C2) in science learning with the open end model can obtain an average value of the first cycle of 58.09% and in the second cycle increased by 71.42%. So with open ended models could improve student learning outcomes in science learning.

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