IMPROVEMENT OF CLASS VIII B STUDENTS IN SMP IT PELITA PROBOLINGGO THROUGH THE USE OF *CHART*

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ABSTRACT

Charts are studies that have been successful and are widely used in educational research. This learning is a learning effort that trains them to construct their own material into a chart. The chart contains material that links one sub-material to another with the help of labels as a link so that it becomes a meaningful proposition. The formulation of the problem in this study is how learning through the use of charts can improve social studies learning outcomes for class VIII SMP IT Pelita Probolinggo.

Chart merupakan pembelajaran yang telah berhasil dan banyak digunakan dalam penelitian pendidikan. Pembelajaran ini merupakan upaya pembelajaran yang melatih mereka untuk mengkonstruk sendiri materi yang mereka peroleh menjadi sebuah bagan. Dalam bagan tersebut memuat materi yang mengkaitkan antara sub materi yang satu dan yang lain dengan bantuan label sebagai penghubung sehingga menjadi sebuah proposisi yang bermakna. Rumusan masalah dalam penelitian ini adalah bagaimana pembelajaran melalui penggunaan *Chart*dapat meningkatkan hasil belajar IPS kelas VIII SMP IT Pelita Probolinggo.

Introduction

SMP IT Pelita Probolinggo is one of the first and most favorite Islamic schools in the city of Probolinggo. However, based on teaching experience, social studies learning in these schools has a problem, namely the value of student learning outcomes from daily tests is low. 70 KKM students who achieve only 37 , 5 %. This is presumably because students have difficulty understanding social studies material.

Based on preliminary observations, it is known that class VIII is classified as a smart student. This is evident from the average UAN SD score of 2.5 and the average SMP entrance test score higher than other classes, amounting to 8.2. However, in reality, their social studies learning outcomes are still relatively low, from 32 students of class VIII odd semester 2013-2014 academic year only 12 students who scored ≥ 70 (KKM). Based on interviews conducted with students, they said that it was difficult to understand the subject matter as a whole. This difficulty is caused by the use of learning media that is not appropriate. Lanura (2013: 5) says that "The use of media is one of the learning components. The learning components include: objectives, materials, methods, media, and evaluation ". So the media cannot be separated from learning because each component supports each other in achieving goals. Teachers in teaching need to use media so that learning can take place effectively and efficiently. With the help of good learning media, the material can be more meaningful and easier for students to understand.

The ability of students to understand the material can be carried out by way of using the media. This is in accordance with the purpose of using media as stated by Siegler (in Dedy, 2011: 3) which states that the objectives of using learning media are: (1) so that the ongoing learning process can run efficiently and efficiently, (2) to make it easier for teachers to convey material information to students, (3) to make it easier for students to receive and understand the material that has been delivered by the teacher, (4) to motivate students to know more and more deeply about the material, (5) to avoid misunderstanding between students with one another about the

material.

Based on the objectives presented by Siegler, learning media is needed in relation to improving learning outcomes because the use of media can make it easier for students to understand the material. Mujab (2009: 42) says " *Chart* is one of two-dimensional learning media or visual presentation using dots, lines, pictures, writings, or other visual symbols with the intention of summarizing, describing , and summarizes an idea, data or graphic media event " . Its main function is to convey ideas or concepts that are difficult if only conveyed in writing or orally visually. Other chart functions are to show relationships, comparisons, relative quantities, developments, processes, classification and organization.

The solution to solve learning problems in class VIII SMP IT Pelita Probolinggo is learning using *charts. Charts* are visual tools for organizing and representing knowledge. *Chart is* not just a conceptual chart but also contains other supporting material which is connected by branches with clear connecting words / words so that it becomes a meaningful proportion. Two concepts can only be connected by one conjunction word / words.

Charts are used to express meaningful relationships between concepts that are formed into propositions . One can only develop a *chart* if the understanding of the material to be formed on a chart is correct. Incorrect understanding of a material will cause an illogical *chart* , making it difficult to understand. The proposition that appears is unclear, so he must be able to understand the material in depth to be able to make a clear structure of knowledge.

Soebronto (2009: 88) says "The advantage of a *chart is* that it helps organize all thoughts into an object which can then be broken down into small pieces such as puzzles and then at the end everything is related to the topic". *Char t* can simplify complex subject matter so that it makes it easier for students to receive and understand learning material. Apart from that, *Char t* can be seen the conceptual links in the form of interconnected propositions.

If there is a low understanding of a material, it will affect student learning outcomes. The selection of instructional media is important to overcome a problem and is important in achieving learning objectives. This can be realized through the use of media in the form of *charts* . A teacher must be able to apply a learning system so that students can map the material they have obtained both from the teacher and from other sources of information. Correct learning will increase the chances of achieving learning success. Student learning success can be achieved if all students understand the material and are able to build knowledge by connecting new experiences and information.

The use of *charts* in learning can make it easier for students to understand the material. This is because *charts* can train students to construct their own material into a chart. The chart contains material that links one sub-material to another with the help of labels as a link so that it becomes a meaningful proposition. Another thing that becomes the basis for choosing this learning that has been adjusted between learning outcome with Competency Standards contained in the material that is to understand the social problems associated with the growth of population with basic competencies to identify the problems of population and preventive efforts.

Learning using *charts was* successfully carried out in accordance with Yanti's research (2009: 17-18), that the implementation of *charts* can improve understanding of the composition functions of class XI-IS SMAK st. Albertus Malang, 2008/2009 Academic Year . Another suitable study by Kansil (2001: 10-11) states that the use of *charts is* successfully used in learning functions in class III SMUK Kalam Kudus Malang. Learning by using *charts* can improve learning outcomes reinforced by research by Lullu (2003: 22-23) that there has been an increase in learning outcomes of students in class II SMP Laboratory UM for the concept of sensory systems through *chart* making . Another suitable study by Muljaman (2003: 19-20) states that the use of *charts* can improve the understanding of quadratic functions and their graphs in grade III SLTPN 3 Palu. Based on this research, it can be concluded that learning using *charts* can improve student learning outcomes.

Method

The type of research used is Classroom Action Research (CAR). The PTK procedure is in the form of a spiral cycle which includes (1) planning, (2) giving action, (3) observation, (4) reflection, which forms cycle after cycle until the research is completed. The implementation of this cycle produces data that can be collected in response to research problems. The presence of researchers in this study, plays a role as instrument manager and action designer.

The research was conducted in the odd semester of the 2013/2014 academic year. Located in class VIII SMPIT Pelita Probolinggo which is located on Jl. Sutan Syahrir No. 27 Probolinggo. The research subjects used in this classroom action research were 32 students of class VIII SMPIT Pelita Probolinggo consisting of 12 female students and 20 male students. The instrument used in this study consisted of Subjective Tests. Subjective tests are used to determine student learning outcomes in mastering the competencies that have been learned on the subject matter of population problems.

The data taken in this study is data on learning outcomes resulting from tests at the end of each cycle. Data collection techniques use the Field Notes format. Field notes are written notes about what is heard, seen, experienced, and applied in order to collect data and reflect on the data in research. The written test is used to measure student learning outcomes in understanding the subject matter using charts for 2 x meetings (2x40 minutes). The analysis in this study is by describing the data on student learning outcomes and data from observations by observers. This data analysis was carried out at the end of each cycle.

1. Result

Student learning outcomes

Pre-action

Data on pre-action student learning outcomes can be seen in Appendix 9.The general data exposure of student learning outcomes in pre-action is shown in Table 4.5

Table 4.5 Student Learning Outcomes in Action

No.	Aspect	Score	Completeness Completed	Not complete
1	Class average score	55		
2	The number of students completing the learning outcomes		12	20
3	Classical completeness	37.5%		

Based on the data obtained in table 4.5, it can be explained that there are 12 students who have scores above the KKM and 20 students who are still below the KKM. The average student learning outcomes in pratindakan by 55 with classical completeness 37 , 5 %. This proves that student learning outcomes are still below the KKM. Overall pre-action learning outcomes can be seen in Appendix 9. Figure 4.1 presents the results obtained in the pre-action.

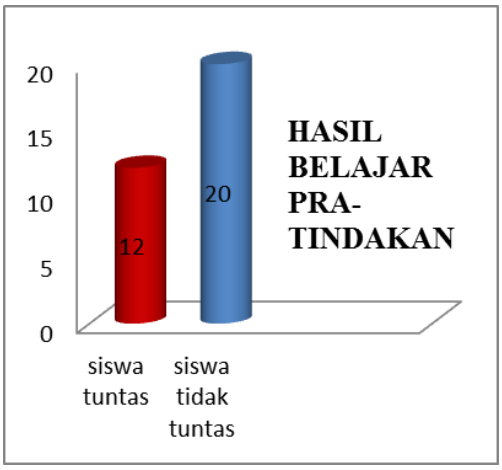

Figure 4.1 Graph of Acquisition of Social Studies Learning Outcomes

Cycle I

At the end of the first cycle of learning, a learning outcome test was held which aims to determine the results achieved by students during learning. This test is carried out for 30 minutes. The test questions in the first cycle consisted of 5 questions in the form of an essay test. The situation in the classroom was very well conditioned. The test runs in an orderly manner and students work on the questions individually. The learning process ran smoothly and the students' conditions at the time of the presentation went well. The results of the analysis of student learning outcomes in general in cycle I are shown in Table 4.6.

Table 4.6 Student Learning Outcomes in Cycle I

No.	Aspect	Score	Completeness	
			Completed	Not complete
1	Class average score	65.53		
2	The number of students completing the learning outcomes		18	14
3	Classical completeness	56.25%		

Based on the data obtained in table 4.6, it can be explained that there are 18 students who have scores above the KKM and 14 students who are still below the KKM. The average results of students in the first cycle of 65 , 53 with 56.25% classical completeness. This proves that student learning outcomes have increased from before the action was taken and after the action was taken in cycle I. However, these results still did not meet the predetermined targets so that the next action was taken, namely cycle II. Overall the results of the analysis of the first cycle learning outcomes test are in the appendix. Figure 4.2 presents the results obtained in the cycle I learning outcome test.

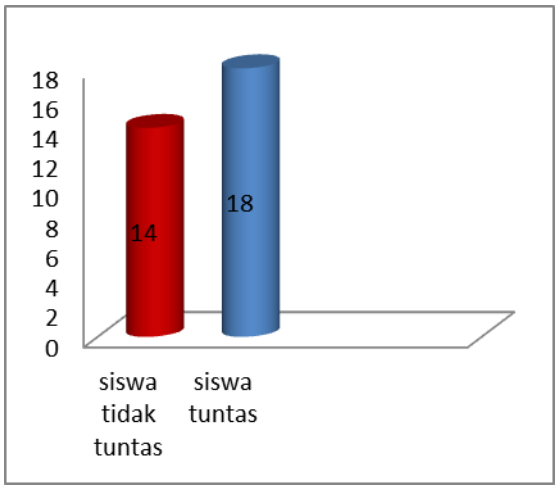

Figure 4.2 Graph of the Acquisition of Social Studies Learning Outcomes in Cycle I

Cycle II

At the end of the second cycle of learning, a learning outcome test was also held which aims to determine the results achieved by students during learning. This test is carried out for 30 minutes. The test questions in cycle II consisted of 5 questions in the form of an essay test. The situation in the classroom was very well conditioned. The test runs in an orderly manner and students work on the questions individually. The results of the analysis of student learning outcomes in general in cycle II are shown in table 4.7.

Table 4.7 Student Learning Outcomes in Cycle II

No.	Aspect	Score	Completeness	
			Completed	Not complete
1	Class average score	75		
2	The number of students completing the learning outcomes		30	2
3	Classical completeness	93.75%		

Based on the data obtained in table 4.7, it can be explained that there are 30 students who have scores above the KKM and there are still 2 students who have not finished learning. The average student learning outcomes in cycle II increased from 65.53 in cycle I to 75 in cycle II. Classical completeness is not perfect because there are two students who have not thoroughly studied so that the classical completeness to 93 , 75 %. Even so, classical completeness has met the target of more than 85% , this proves that student learning outcomes have increased significantly from cycle I. Overall the results of the analysis of the cycle II learning outcomes test are in the appendix. Figure 4.3 presents the results obtained in the cycle II learning outcome test.

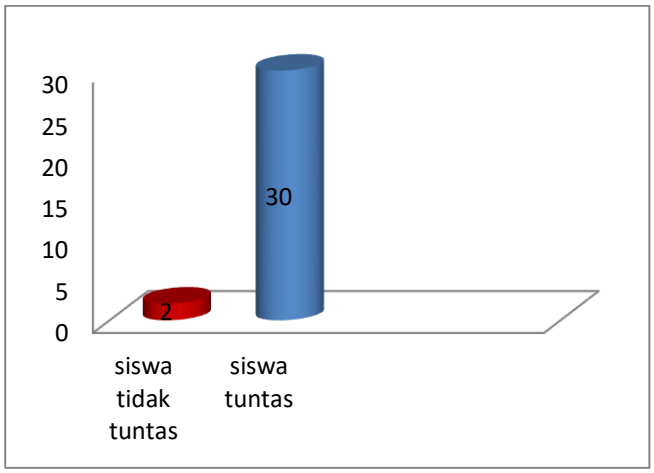

Figure 4.3 Graph of Social Studies Learning Outcomes Acquisition in Cycle II with the Application of Learning Using *Charts*

Discussion

Learning Outcomes in Cycle I have improved, but have not fulfilled the KKM

Sikus I was held 2 times. In this cycle learning outcomes have increased, but have not met the KKM. This is presumably because: first, students are not familiar with the learning media used by the teacher. This causes them to feel confused in determining keywords, drawing branches, and assigning images to keywords in *chart* making . As a result , the resulting *chart* is less than optimal. *Charts* that are less than optimal will have an impact on student learning outcomes, because this *chart* serves as a summary of the material that can help students remember the material they are learning.

Second, the time provided for *chart* making is still insufficient, so students cannot complete these tasks at school. If students haven't been able to make *charts* properly, then chances are they wo n't be able to use it either. This is what causes the first cycle to be unsuccessful and the students' scores are still below the specified completeness standards.

Third, the interaction between teachers and students is not enough so that students still feel awkward asking questions if they encounter obstacles in learning. Most of the students were silent and did not ask the teacher or their peers if they did not understand the material, so they had difficulty doing the test questions. If students do not ask questions if they experience difficulties, then students cannot do the questions properly.

Even though they have not fulfilled the KKM, student learning outcomes in cycle I have increased compared to pre-action learning outcomes. The increase in learning outcomes is supported by adequate book facilities in schools. The availability of books in various schools regarding population material means that students have a complex understanding of the material so that the resulting *chart* is getting better. If students have not been able to make *charts* properly and correctly, then it is likely that students are not able to use the *charts* they have made well. This is what causes the first cycle to be unsuccessful and the students' scores are still below the specified mastery standard.

Learning Outcomes in Cycle II Increase and Meet the KKM

Cycle II also held 2 meetings. The learning outcomes of the second cycle increased according to the KKM and even more. This is presumably because: first, students are getting used to it and it's easier to make *charts.* No longer feel confused in determining keywords, drawing branches, and specifying images on keywords in *chart* making .

Second, the problem of time provided in *chart making* can be resolved, so that students can complete the task at school. Students are able to make *charts* properly and correctly, and they can use it to study on their own as a medium. As has been presented in chapter IV, the percentage of student classical learning outcomes and the average score of students continues to increase from pre-action , cycle I, to cycle II. For this reason,

this study can be said to be successful, because the value of student learning outcomes continues to increase until it reaches the desired classical completeness criteria, namely 85%.

Apart from being influenced by the advantages of the *chart* as described in chapter II, in general the success of this study is also influenced by the enthusiasm of students in learning and adequate facilities and infrastructure for the learning process. Students' enthusiasm in participating in learning has an important role in determining the smoothness of learning. The enthusiasm of this student can be seen from the activities of the students during learning and the results of the *charts* made by the students.

Factors other is the cause of the success of the action is to support the lesson book. To enrich students' material and knowledge, supporting books are needed in accordance with the basic competencies being studied. Students' knowledge of the subject matter is the basis for making *charts* . Students will not be able to make *charts* completely and properly if they do not have knowledge of the subject matter. Therefore books are very important in the *chart* making process .

Conclusions

Based on the discussion of the research results in the previous chapter , it can be concluded that the use of learning aids in the form of *charts is* carried out well and can improve the learning outcomes of class VIII students of SMP IT Pelita Probolinggo.

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