THE INFLUENCE OF PAKEM APPROACH TO LEARNING OUTCOMES ON THE MATERIAL STRUGGLES AGAINST THE COLONIALS IN ELEMENTARY SCHOOL

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ABSTRACT

This research entitled "PAKEM approach to learning outcomes on the material struggles against the colonials in elementary school"that raises the issue of whether the PAKEM approach can achieve students learning outcomes in materials struggles against the colonials?. This research which aims to identify the mastery of students learning. The populations is all students at SD Negeri 1 Jeumpet Aceh Besar which amounted 125 students, the sample is 30 students in grade V at SD Negeri 1 Jeumpet Aceh Besar. The data collecting instruments were observation sheets and achievement test. The data analysis technique was the descriptive statistics with percentages. After the data were analyzed, the criteria have been obtained for mastery of students learning reach 93,33%. The results of the PAKEM approach on the material struggles against the colonials is effectively used to improve students learning outcomes, seen from the results of the students learning that exceeds the predefined average. In other words this approach has suitable applied on the material struggles against the colonials.

Keywords *: -PAKEM Approach, Learning Outcomes, Struggles Against and The Colonials.*

1. INTRODUCTION

Every nation in the world recognizes that education is a right of all children. Education has been regarded as a human right which should be owned and enjoyed freely by all the children. As stated in the Universal Declaration of Human Rights 1948 Article 26 (1) states that:

"Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit"

Education s a process of preparing for the child's life that is progressing towards maturity. This maturity process takes three environments namely: family, community, and school. Especially at the school, there is three subjects that form the basis for the educational activities. First, education becomes an accomplished goal that is the development and childrens skill. Second, education is an deliberate and planned business especially in selection for the subject material, teaching strategies, and judgements technique. Third, the educational process takes place in a prepared environment (Sardiman, 2010: 56).

On the other side many IPS teachers in performing the daily task often face problems about students ability in applying IPS concepts that is low. This is evident from the number of errors in working the tests and the low value

that obtained by the students, both in daily tests and exams. This happens because of many factors among teaching methods and learning strategies that used by the teacher.

Based on observations during the lessons at SD Negeri 1 Jeumpet Aceh Besar on grade V, many students are less cooperative with the others. That influences the students achievement. From teachers observations and experiences the sudents ability to apply and understand the subject matter is low, it caused by: 1) the subject matter is very difficult so that students are less motivated to learn. 2) teacher yet found an interesting and joyful atmosphere learning in classroom. As Arthur and Zelda (1987) states that:

"Learning is not a spectator sport. Students do not learn much just by sitting in class listening to tachers, memorizing prepackaged assignments, and spitting out answer. They must talk about what they are learning, write about it, relate it to past experiences, apply it to their daily lives. They must make what they learn part of themselves".

 Learning is one of factors that may determine the students' learning results (Lim & Morris, 2009: 282–293). Learning innovation is an effort to create a program focused on the improvement of learning qualities, so that any learning activity really serves to improve the students' learning quality (Podhorsky & Moore, 2006). Learning innovations must be made to enable the students to learn properly and also to make the teacher teach properly (In'am, 2015).

As we know in learning process, teacher has very important role. One of the most important task of the teacher is to make the meaningful information for students (Nur, 2008). The teacher has an important role as a facilitator in providing information so that the teacher should be able to teach the learning strategies to students so they can gain meaningful information that will support their academic achievement.

Therefore, teachers should be able to create an atmosphere of learning that involves mentally, physically, and sosial actively in order to give a chance for the students to observe and explain while arguing and other reasoning. Related to the learning approach, the author tries to do research on one of the learning approach in class that called active learning, creative, effective, and joyful that called PAKEM.

2. LITERATURE

PAKEM is an active, creative, effective and joyful learning which was originally a lesson that was proclaimed in elementary school. Active and creative learning in elementary school demands practical activities and students need to work as a teams, so that students interact with each others. In reality PAKEM not just for early education. Characteristics that exist in this lesson also include medium and high-level learning models.

Active learning is generally defined as any instructional method that engages students in the learning process. In short, active learning requires students to do meaningful learning activities and think about what they are doing (Bonwell and Eison, 1991). Surprisingly, educators' use of the term "active learning" has relied more on intuitive understanding than a common definition. Consequently, many faculty assert that all learning is inherently active and that students are therefore actively involved while listening to formal presentations in the classroom. Analysis of the research literature (Arthur adn Zelda. 1987), however, suggests that students must do more than just listen: They must read, write, discuss, or be engaged in solving problems. Most important, to be actively involved, students must engage in such higher-order thinking tasks as analysis, synthesis, and evaluation. Within this context, it is proposed that strategies promoting active learning be defined as instructional activities involving students in doing things and thinking about what they are doing.

Creative Learning is an active learning, which is why it is so successful at building student engagement. It puts the life into learning by appealing to our cognitive, emotional and motivational selves (Julie and teya, 2015). It recognises that we all learn in different ways, that we learn better when there is relevance, and that learning can be collaborative and social. And because it offers wider strategies for skilling and achievement, Creative Learning equalises the playing field, reaching out to those who have been disaffected and alienated from education.

Effective learning created by a teacher who brings a passion for teaching to the subject, and takes responsibility for the creation of an environment that allows for the sharing and enjoyment of that knowledge. Although the term "effective" has been widely used, it only makes sense when context and goals are specified. The analysis of effective learning does not provide a simple prescription nor a recipe for easy change. As the traditional site of

compulsory learning, schools may have initial difficulties in promoting more effective learning. School learning is on the public agenda of many stake-holders, and schools are sites for public contestations of society's difficulties (NSIN, 2002:6)

Joyful learning has emerged as a powerful concept to change the way we manage schools and classrooms. Joyful learning (Udvari and Kluth, 2007) in the context of education refers to the positive intellectual and emotional state of the learners. Joyful learning is a teaching and learning process that prioritizes the joy and excitement of children. Whereas according to Elaine (2006: 4) joyful learning is an interesting and meaningful learning process.

3. METHODOLOGY

This research uses qualitative approach with type of descrptive research. This research subject is one class students by using pre test and post test to measure the succeed learning and no comparison test. Polit and Hungler (1999:37) refers to the populations as an aggregate or totality off all the objects, subjects or members that confom to set of specifications. In this study the populations was students at SD Negeri 1 Jeumpet Aceh Besar which amounted 125 students.

The process of selecting a portion of the population to represent the entire population is known as sampling (LoBiondo-Wood & Haber 1998:250). A sample is a subset of a population selected to participate in the study, it is a fraction of the wall, selected to praticipate in the research. This study used a purposive sampling and the sample is students in grade 5th at SD Negeri 1 Jeumpet Aceh Besar which amounts to 30 students consisting of 14 males and 16 females.

The data collecting instruments were observation sheets and achievement test. Students are said to be through learning if mastering competence or learning objectives at least 65% of all learning objectives. While class success seen from the number of students who are able to complete or reach 85 % from the total number of the students.

4. RESULT AND DISCUSSION

The achievement test used multiple choice which consists 20 questions with 4 choices. From the test results we obtained data:

- Average students learning outcomes (maximum score 100) reach 80,50.
- The number of students who are thoroughly completed individually is 28 students.
- The total number of students who completed reach 93,33%

The percentage of students learning mastery reach 93,33%. It can be conclude that learning through PAKEM approach is completed, because the students learning mastery reach 85% and has exceeded the criteria that has been set.

Observations of learning activities conducted by observers for 4 meetings. Based on observations made during the learning progress by PAKEM approach there is a significant increase. Based on the data can be seen that learning using PAKEM approach becomes more actives.

5. CONCLUSION

Based on the results of research obtained then it can be conclude that influence of PAKEM approach on the material struggles against the colonials in the 5th grade at SD Negeri 1 Jeumpet can help improve students learning outcomes. This is evident from students learning mastery reach 85% and has exceeded the predefined average. It can be conclude that learning through PAKEM approach is completed. In other words this approach has suitable applied on the material struggles against the colonials.

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