Learning Model in Elementary School Saren 1 Elementary School, Kalijambe Subdistrict, Sragen Regency

Amirul Wisnu Sani[1], Sudiyanto[2*], Sandra Bayu Kurniawan[3]

[1]Sebelas Maret University, [2]Sebelas Maret University, [3]Sebelas Maret University

[1]Wisnusani@gmail.com, [2*]Soeddie.fkipuns@gmail.com, [3]Sandrabayukurniawan@gmail.com

Abstract: Learning model is the steps implemented by the teacher so that the goals of the learning outcomes that are expected to be quickly achieved. Therefore the choice of models when learning takes place must be appropriate to achieve learning objectives efficiently and effectively. This research was conducted to find out which cooperative model is often used by teachers in elementary schools. The research method uses qualitative descriptive. The subjects of this study were elementary school teachers at Saren 1. The technique used was interviews with teachers. The ultimate goal of this study is to provide an overview to the teacher in choosing the right learning model following the characteristics of students.

Keywords: learning model, elementary school, cooperative model

INTRODUCTION

The learning model can be defined as a conceptual framework that describes a systematic procedure in organizing learning experiences to achieve learning goals. (Suprijono, 2014: 45). The model also meant that the imitation object from the real object. For example, toy houses, toy cars or toy animals.

"The learning model is defined as a conceptual framework that describes a systematic procedure in organizing learning experiences to achieve certain learning goals and serves as a guide for learners and instructors in planning and implementing learning activities" (Winaputra, 2005: 3). Therefore, learning activities are activities that are gradual and purposeful.

According to Gull & Shexad (2015) the main purpose of the learning process is to get a score because it is considered a measure of learning success. Through these interactions, According to Rusman (2014: 208), many learning characteristics using cooperative learning models are as follows: (1) students work together in groups; (2) groups are formed with students who have heterogeneous abilities; (3) if possible group members come from different ethnicity, culture, race, and gender; (4) awards given to the group. The essence of cooperative learning is to ask students to work together in small groups and support each other to improve learning for themselves and other students (Jollife, 2007).

As the rapid development of information and technology, has an impact on the development of learning media in the form of software and hardware, so that the role of the teacher as a source of learning is slowly changing as a facilitator. According to Hamidah et.al. (2018) states that learning material is now a relationship between teachers and students where the teacher has a role as a facilitator. Therefore, when learning patterns using media begin to dominate learning, the role of the teacher as a facilitator is expected to be able to design learning models that can lead students to learn independently in understanding teaching material presented by teachers in the classroom and outside the classroom. As stated by Mustafa (2016) that the selection of learning models can help teachers and students to achieve learning objectives.

Joice et al (2009) in his book the model of teaching tries to group learning models into 4 groups, namely: groups that process information, social teaching models, groups of personal teaching models, and groups of behavior systems models.

The model group that processes information focuses on how we and students can obtain, manage, and explain information well. Also, helping students become superior learners (Joyce et al, 2009: 95). The social teaching model group places more emphasis on developing what we can do together and creating a democratic atmosphere in our society. Also how social interaction can enhance academic achievement (Joyce et al, 2009: 295). The personal teaching model group aims to design a school that adopts non-directive philosophy as the essence of the approach in teaching (Joyce et al, 2009: 364). The group model of behavioral systems emphasizes how to create students who practice more productive behavior (Joyce et al, 2009: 399).

The four groups of learning models, can help in teaching students following the expected learning objectives in each subject. So it is clear to us the emphasis on how to achieve in each learning that will be done.

Furthermore, the writer will try to interview the teacher and to give an illustration to the teacher in choosing the right learning model according to the students' characteristics.

METHOD

This type of research uses qualitative research using descriptive methods. According to Bodgan & Taylor in Moleong (2011: 4) qualitative research methods are research procedures that produce descriptive data in the form of written or oral words from people and observed behavior. The purpose of qualitative research is to obtain a clear description of the problem from the individual understudy relating to the ideas, perceptions, or beliefs of the individual understudy and cannot be replaced by a number that matches the characteristics of the student. The subject of the study was the first-grade teacher at Saren 1 Primary School in Kalijambe District. Data collection techniques using interview techniques using questions that have been written in the instrument sheet.

RESULTS AND DISCUSSION

Interviews conducted to teachers at SD Negeri Saren 1 on Monday, July 15, 2019, according to the list of questions about the cooperative learning model which are often used by teachers in elementary schools. The following are the results of interviews with first-class teachers in Saren 1 Elementary School Kalijambe District, Sragen Regency.

No.	Question	Answer
1.	What is the opinion of your teacher regarding the implementation of learning so far?	The learning that we have carried out so far has been good, but not optimal because the learning model is less varied (the teacher lacks the learning model)
2.	Do you know about the learning model?	A series of presentation of learning material by the teacher with all related facilities in the learning process
3.	Do you always use the learning model?	Often uses a learning model
4.	What learning models have been used in learning?	Picture and picture, talking stick
5.	In delivering subject matter, you more often use the learning model, do you directly explain the material?	Often uses learning models and sometimes delivers material directly
6.	In what subjects use the learning model?	PPKn Content, Indonesian Language, Mathematics, and SBdP

No.	Question	Answer
7.	What difficulties did you find when using the learning model?	The teacher does not understand the steps of the learning model so that the child does not understand the model used by the teacher, as a result, the child becomes less active.
8.	What efforts have been made to overcome these difficulties?	As a teacher, of course, we must understand the steps of the learning model that will be used, if there are children who are not clear then we as teachers must explain and give examples repeatedly.
9.	What is desired from the implementation of the learning model?	Learning is increasingly meaningful (active, creative, effective) and success will be achieved
10.	What is the enthusiasm of students in learning	Very enthusiastic because learning is not monotonous but is increasingly meaningful and affects students.

Based on interviews about the learning model, the teacher said that the teacher in the delivery of material already uses a learning model that is following the characteristics of students, but the teacher is not optimal in applying the learning model. The teacher also knows the meaning of the learning model that is a series of presentations of learning with all the facilities involved in the learning process to achieve a learning goal. This is following the learning model according to Kagan in Motaei (2014: 1249) cooperative learning is a teaching arrangement that refers to small and heterogeneous groups of students who work together to achieve common goals.

The teacher said that in the implementation of learning the teacher often uses the learning model even though there are those who deliver the material directly on the content of the PPKn, Indonesian Language, Mathematics, and SBdP, models that have been implemented by the teacher include picture and picture models, talking sticks, Teams Games Tournament . This is in accordance with the opinion of Isjoni (2013, 73-74) In cooperative learning there are several variations of the model applied, including 1) Student Team Achievement Division, 2) Jigsaw, 3) Temas Games Tournaments, 4) Group Investigation, 5) Rotating Trio Exchange, and 6) Group Resumes.

The implementation of the learning model is not as expected, the teacher conveys the difficulties encountered when implementing the learning model that is not understanding the steps of the learning model that will be implemented to students. Efforts are made when facing difficulties about the model, namely as a teacher must understand the learning steps that will be used if there are unclear children, the teacher must explain and give examples of steps so that learning objectives are achieved. This is the following research conducted by Nelson, Gallagher, and Coleman in Azizinehad et. Al (2013) shows that cooperative learning can be the best choice for all students because it can increase interactions between students, regardless of their competence and background. Cooperative learning can enable students to discuss and share their opinions with other classmates, as well as to achieve shared learning goals.

The implementation of the learning model that has been used by teachers is that learning that has been delivered can be meaningful and meaningful to students so that the learning delivered is not monotonous and can be easily remembered by students. This is following meaningful

learning is a process of linking new information to relevant concepts contained in a person's cognitive structure (Dahar, 2011: 95).

CONCLUSIONS

Based on the findings obtained from the interview it can be concluded that the teacher in learning has done a good learning model activity. The implementation of the learning model that has been used by the teacher can be relevant and meaningful to students, but the teacher also has difficulty in implementing the learning model that is the teacher who does not understand the steps of the learning model used.

ACKNOWLEDGMENT

The researcher thanks Dr. Sudiyanto, M. Pd., As the first supervisor. Dr. Sandra Bayu Kurniawan, S.Pd., M.Pd. As the second mentor, the principal of SDN Saren 1, Kalijambe District, Sragen Regency, and the first-grade teacher of SDN Saren 1, Kalijambe District, Sragen Regency.

REFERENCES

Azizinezhad, M., Hashemi, M., & Darvishi, S. (2013). Application of cooperative learning in EFL classes to enhance students' language learning. Procedia Social and Behavioral Sciences, 93, 138-141.

Dahar, Ratna Wilis. (2011). *Teori-Teori Belajar dan Pembelajaran*.Jakarta: Erlangga

Gull, F & Shezad, S. (2015). Effect of cooperative learning on students' academic achievement. Journal of Educational and Learning, 9(3), 246-255

Hamidah,Q.G., Fadhilah,S.S. & Adi,B.W. (2019). The development of thematic ıntegrative based learning material for fifth-grade elementary school. International Journal of Educational Research Review, 4 (1), 8-14.

Joice, B., Weil, M. & Calhoun, E. (2009). *Models of Teaching: Model-Model*

Pengajaran. Terjemahan oleh Fawaid, A. & Mirza A.,2011. Yogyakarta: Pustaka Pelajar.

Jolliffe, W. (2007). Cooperative Learning in the Classroom. Putting It Into Practice. London: SAGE

Moleong, J. (2011). Metodologi Penelitian Kualitatif Edisi Revisi. Bandung: PT. Remaja Rosdakarya.

Motaei, Bahman. (2014). On the Effect of Cooperative Learning on General English Achievement of Kermanshah Islamic Azad University Students. Procedia Social and Behavioral Sciences. Vol. 98

Mustofa. (2016). The Development of Appreciation Learning Model of Indonesia Literature-Based Critical Discourse Analysis to Improve the Students' Critical Thinking Skills. Journal of Education and Practice. Vol.7, No. 33, 2016.

Rusman. (2014). *Model-Model Pembelajaran, Mengembangkan Profesionalisme Guru*. Jakarta: PT. Raja Grafindo Persada

Winataputra, U.S. (2005). *Mengajar di Perguruan Tinggi: Model-Model Pembelajaran*

Inovatif. Jakarta: PAU-PPAI Universitas Terbuka.

Suprijono Agus, (2014), Cooperative Learning: teori dan aplikasi, Yogyakarta: Pustaka belajar

Daryanto, dan Mulyo Rahardjo. (2012). Model Pembelajaran Inovatif. Yogyakarta: Gava Media

Isjoni. (2013). Pembelajaran Kooperatif. Yogyakarta: Pustaka Belajar