

Increasing Listening Quality of Indonesian Language Lesson on 5th grade of SD N 1 Jelobo by Using Quantum Learning Methods

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ABSTRACT

This research was motivated by the author in observing listening learning activities in class V SD NEGERI 1 JELOBO, the thing that attracted the author's attention was the use of learning methods used in listening to a text. The use of the method that the teacher uses according to the author does not make students focus on learning. In addition, the authors also found students who were less confident with the results of their respective work. This study aims to (1) describe the use of the quantum learning method in listening activities in Indonesian language learning in class V SD NEGERI 1 JELOBO, (2) describe the efforts made to improve the quality of listening learning for class 5 students at SD NEGERI 1 JELOBO KLATEN, (3) Identify the impact of using the quantum learning method in learning Indonesian. Data collection was carried out by observing and observing notes. This study is included in the study of classroom activities. This study uses an experimental method to investigate classroom activities. The results of this study are (1) applying the quantum learning method for listening in Indonesian research, (2) making an effort to improve the quality of learning, and (3) applying the effect on listening using the quantum learning method.

Keywords: *Listening, Indonesian Language Learning, Quantum Learning Methods, Students*

1. INTRODUCTION

In terms of its function, language is used as a communication tool. Languages need to be developed, especially Indonesian. One of the efforts to develop Indonesian is to follow Indonesian lessons. According to Lutfah, listening activities are part of Indonesian subjects, because in Indonesian learning there are several kinds of skills that must be mastered, one of these aspects is listening skills. In listening someone needs concentration to listen carefully to a speech in order to understand the information conveyed by the speaker. Listening activity itself has the aim of capturing and understanding or knowing the message contained in the information conveyed. Listening skills are often forgotten and less honed compared to other skills, thus causing some difficulties for students in carrying out listening activities, namely (1) Lack of deepening of listening materials because students consider that the material is difficult; (2) Students are engrossed in chatting with friends so that they are less concentrated in listening; (3) Students cannot infer messages or symbols that have been heard; (4) Students are less honed in listening skills because they consider the activity boring.

Listening skills have an important role in learning activities or other activities, especially in the world of Education. This is because, when teachers provide material in teaching and learning activities, they require students to listen carefully so that the results of the material presented can be received well without any misunderstanding between teachers and students.

The observations that have been made have borne results, namely that students in class V SD Negeri 1 JELOBO have less interest in listening activities. It can be seen from the learning process through face-to-face which is carried out alternately, students prefer to sit in the back row in order to freely talk to their friends, regardless of the teacher explaining the material in front of the class. According to students, the way of the teacher gave the materials were boring and unattractive, so students looked for their own activities which according to them were more interesting.

Learning is a process to develop the potential contained within to become better. A person is said to be successful in learning can be seen from changes in himself or his behavior. Not only teachers are involved in teaching and learning components, but there are several components of teaching and learning strategies

consisting of students, teaching materials, teaching objectives, teaching methods, and learning media.

In improving the quality of student learning, improving the quality of teachers is also very necessary, because the teaching and learning process will not run smoothly without a teacher. A teacher is required to master, know, and understand the material and conditions of students, because the teacher holds the spear for the success of students in the teaching and learning process. The selection of methods used by teachers in the teaching and learning process must be appropriate so that students are more comfortable in participating in the teaching and learning process.

Optimal learning outcomes must be based on the use of appropriate components, such as using learning methods and media that are appropriate to the conditions and situations of students, organizing appropriate learning materials, and harmonious relations between teachers and students so that teachers can understand the condition of students. so that teachers can find the right method in the teaching and learning process. After previously making observations about the learning process in the classroom the author found that the use of the learning method used by the teacher in the classroom was boring only by using the lecture method without involving students in the learning process, finally the author tried to innovate by choosing the right method, namely the quantum learning method. Quantum learning is a method that is designed in such a way to assist the teaching and learning process at all levels of education.

DePorter (2010: 3) argues that quantum learning is a living variant of learning with every nuance, including all the connections, interactions, and differences that maximize the learning moment. Galih (2019) conducted research on the use of the quantum method in learning, his findings showed that students experienced an increase. Quantum learning is one method that is suitable for learning, namely by creating a pleasant and comfortable learning environment for students to receive material and providing opportunities for students to be more active in communicating, both with teachers and friends to discuss material in order to optimize learning objectives. Quantum learning is a balanced method of working and playing.

The steps in using the quantum learning method are based on the statement of Bobbi DePorter, et al., (2004: 10), known as TANDUR, namely:

1. "T" or "Tumbuhkan (Grow up)" is by growing the willingness to learn students, so that students have the spirit to continue to improve the quality of listening.
2. "A" or "Alami (Natural)" is by accustom students to work alone in order to train student activity.
3. "N" or "Namai (Named)" is by giving codes or symbols to important parts.

4. "D" or "Demonstrasikan (Demonstrate)" is by giving students time to deliver the results of their work.
5. "U" or "Ulangi (Repeat)" is by repeating the material so that students understand better.
6. "R" or "Rayakan (Celebrate)" is by appreciating or giving small gifts to appreciate each student's work.

2. RESEARCH METHOD

2.1 Place and Time of Study

1. Place of Study
The study was conducted at the State Elementary School JEBOLO 1.
2. Time of Study
This research starts in September 2021 until December 2021.

2.2 Subject of the Study

The subjects in this study were teachers and students in SD Negeri 1 Jelobo in the class of 2021/2022, totaling 15 students.

2.3 Sources of the Study

This research data is qualitative and quantitative consisting of the results of students' learning performance during listening learning using quantum learning methods.

2.4 The Techniques of Collecting the Data

Data collection techniques used in this study include: observation, interview, test, questionnaire, and document analysis.

2.5 Data Validity

The acquisition of valid data in this study uses the following data validity techniques.

1. Triangulation methods of collecting the same data using different data collection methods e.g. used to compare observation data with information interview data and to find out the difficulty in applying quantum learning methods and making observations while learning takes place.
2. Data source triangulation collects data from various sources. Triangulation of data sources is used to test the truth about applying the quantum learning learning method to improve the quality of learning and students' listening skills.
3. The review information is used to ask the reporter whether the interview data is valid and in accordance with the agreement or not.

2.6 Data Analysis Technique

The data analysis techniques used in this study are comparative descriptive and critical analysis techniques. A Comparative descriptive technique is used for quantitative data, it is a comparison of test results between student development cycles. Critical analysis techniques are associated with qualitative data, including activities to find the weaknesses and strengths of students and teachers in the teaching and learning process based on normative criteria derived from theoretical studies and existing provisions (Sarwiji Suwandi, 2008: 70).

3. RESULTS AND DISCUSSION

3.1 Results of the Study

In the implementation of this learning, the researcher acts as a teacher. The listening activity in learning Indonesian using the quantum learning method was successfully carried out, with this method students were more active and creative.

From the primary results, the percentage of students' average scores in participating in listening activities is relatively low after using this method, the percentage of average scores rose more significantly. Students become active and able to think critically in every discussion. Each individual becomes more confident in their respective abilities.

In the early stages of learning, the researcher found several factors that are often encountered in the ongoing teaching and learning process for the successful use of this method. These factors include: (1) Teachers always try to give motivation and material in a light way without burdening students; (2) Students want to try to be able to do listening activities well; (3) Students succeed in convincing themselves to believe in the results that have been compiled.

From the observations that have been made, the results are: (1) The teacher has provided material in accordance with the lesson plans that have been made previously; (2) Students feel foreign and unfamiliar with the use of this method because usually the teacher gives material using the lecture method or the teacher speaks more and the student only passively listens; (3) There are still few students who want to respond in the process of learning activities, students are more interested in their respective activities; (4) Students lack confidence or are embarrassed in conveying or presenting their work.

After knowing the problems that will be faced, researchers and teachers conduct discussions and collaborate to determine how to solve the problem. According to teachers and research, this method can overcome problems that occur in students, namely: (1) Teachers must be able to control class conditions well, so that learning is more organized; (2) The teacher

guides students in listening to a text and can convey or present their work confidently; (3) Accustoming students to express their opinions in order to train students in conveying something; (4) Give encouragement and motivation to students to gain confidence and believe in the results of the work that has been done.

4. DISCUSSION

4.1 The Use of Quantum Learning Methods In Listening Activities.

CYCLE I

4.1.1 Preliminary Conditions of Study

Table 1. Preliminary listening test results of Class V Students at SD Negeri 1 JELOBO.

No.	Explanation	Preliminary Test Score
1.	Average test scores	73,00
2.	Number of students who passed	3
3.	Number of students	15
4.	Percentage of completion	20%

From the value data at the beginning of the test, the percentage of students' completeness scores is only 20%. Only 3 students get a score of ≥ 73 or more from the KKM. If this situation continues, many students will not understand the importance of listening skills. Various ways and efforts are made to improve student learning achievement. Teachers want to use quantum learning methods in their teaching to improve the quality of student learning.

a. Planning

The research is conducted using quantum learning methods that will begin with the preparation of various instruments needed during the study. The instrument consists of learning devices, namely (1) Syllabus, (2) RPP, (3) Supporting book or material book themed listening to Fable Stories, (4) Questions and answer keys, and (5) Teacher and student observation sheets. In Cycle I, it will be formed a study group to see the ability of students in learning by the group.

b. Action

1. The teacher prepares a comfortable classroom for students to calm down while listening.
2. The teacher plays a video containing the story of Fables. This is one part of the use of quantum

learning methods that use a concept that is often called TANDUR. In this video playback session is part of the letter "T" or "Tumbuhkan (Grow up)" which aims to encourage the spirit of students in following the material to be delivered next. The number of students is 15 people, the teacher then divides 15 students into 3 groups, then each group is given a different fable story without telling the title in the story and pieces of paper that contain the contents of the parts of the video that have been played.

3. Students are asked to assemble or rearrange the story in a complete form according to what has been heard. This action is part of the TANDUR concept, namely the letter "A" or "Alami (Natural)" which aims to make students able to do the task themselves and so that students are more active and concentrate.
4. After listening to the video series of fabulous stories, then the students had a discussion to compose and arrange the text according to the results of the group members' listening. The next step, students discuss to determine the appropriate title used for the story. This is in accordance with the concept of TANDUR, namely the letter "N" or "Namai (Named)" by determining what type of story is currently being discussed.
5. A representative from one of the groups makes a presentation of their work and the other group listens well. After that, take turns with other groups to make presentations. This is part of the TANDUR concept, namely the letter "D" or "Demonstrasikan (Demonstrate)" by presenting the results of group discussions that students have done.
6. After all students have made a presentation, then the teacher repeats the material to remind students to understand well. This is in accordance with the TANDUR concept, namely the letter "U" or "Ulangi (Repeat)" in which the teacher tries to repeat the material to deepen students' understanding.
7. After that, the teacher gives assignments to the students, according to the material that has been discussed, in order to evaluate today's learning process goes well or not.
8. Teachers give applause for students in order to give appreciation to students who have tried to give the best results. This section is included in the TANDUR concept, namely the letter "R" or "Rayakan (Celebrate)" by giving appreciation as an encouragement so that students are more motivated in learning.

c. Observation

1. After the learning is completed the teacher makes observations using the results of individual

presentations and assignments that have been done during the learning.

2. There is an increase in students who experience good changes using quantum learning methods, there are six students who can achieve scores above the average and this method could foster more interest in learning listening.
3. Students count on one friend for the other. Not responsible for his group.

d. Reflection

1. From the observations made, it appears that the use of this method can improve the quality of students' listening learning. Compared to the results of the first test, the number of students with above-average results has increased and, most importantly, students' interest in learning has grown better than before. At the second meeting, the application of the method can be improved to make the application of the method more optimal so that all students can succeed.
2. Students are less responsible in groups and only depend on their friends.

Table 2. The Assessment Results of Cycle I

No.	Explanation	Preliminary Test Score
1.	Average test scores	75,00
2.	Number of students who passed	6
3.	Number of students	15
4.	Percentage of completion	40%

CYCLE II

Table 3. The Assessment Results of Cycle I

No.	Explanation	Preliminary Test Score
1.	Average test scores	75,00
2.	Number of students who passed	6
3.	Number of students	15
4.	Percentage of completion	40%

1.

a. Planning

The planning in Cycle II is almost the same as Cycle I. In Cycle II, the use of the quantum learning method in listening comprehension activities in Indonesian

language learning was further refined with different materials. However, this is not done in groups using the TANDUR concept. This is because the use of independent or non-group patterns makes it easier for teachers to know the abilities of each student.

b. Action

1. Teachers and students work together by creating a comfortable and quiet classroom atmosphere, so that listening activities are not disturbed.
2. Teachers provide material through listening to poetry. This activity is part of the TANDUR concept, namely the letter "T" or "Tumbuhkan (Grow up)" by encouraging students to be more excited about today's learning.
3. For cycle II the teacher does not make groups, the teacher wants to see the ability of students individually. The teacher gives pieces of paper containing pieces of material that will be arranged by students into one part. This is included in the TANDUR concept section, namely the letter "A" or "Alami (Natural)" which is to give students time to listen to the material independently to prepare their assignments.
4. The teacher asks students to be able to distinguish each part of the poem. This is included in the TANDUR concept, namely the letter "N" or "Namai (Named)" where students are able to distinguish parts of the definition of poetry, characteristics or others related to the material that has been played.
5. The teacher asks students to present their work one by one in sequence according to the table number. This is in accordance with the TANDUR concept, namely the letter "D" or "Demonstrasikan (Demonstrate)" by presenting the results of the work that has been completed by students.
6. The teacher and students repeat the material that has been discussed to improve student understanding. This is in accordance to the TANDUR concept, namely the letter "U" or "Ulangi (Repeat)" repeating the material.
7. The teacher gives appreciation to students by clapping to stimulate students' enthusiasm to continue to improve the quality of student learning. This is in line with the TANDUR concept, namely the letter "R" or "Rayakan (Celebrate)". Appreciate each student's work gives a little appreciation in the form of applause.

c. Observation

1. The teacher made observations on the results of student work, the results of the actions in cycle II showed that all students' abilities increased in the quality of learning, driven by the emergence of

new enthusiasm in students to improve their quality.

2. The teacher asks if it is more comfortable to study individually or in groups.
3. Students prefer individual learning models because they feel challenged.

d. Reflection

1. The teacher reflects on the differences between Cycle I and Cycle II. Students are more confident when doing individual activities compared to groups.
2. According to students, individual learning motivates students to focus on learning because students feel responsible for themselves, thus forcing students to be more optimal.

Table 4. The Result of Cycle II

No.	Explanation	Preliminary Test Score
1.	Average test scores	79,00
2.	Number of students who passed	9
3.	Number of students	15
4.	Percentage of completion	60%

CYCLE III

Table 5. The Assessment Results of Cycle II

No.	Explanation	Preliminary Test Score
1.	Average test scores	79,00
2.	Number of students who passed	9
3.	Number of students	15
4.	Percentage of completion	60%

a. Planning

In Cycle III the teacher wants to further strengthen the ability of each student and by continuing to use the TANDUR concept in the use of the Quantum Learning method. In Cycle III, the teacher will give a game that teaches students to listen to something.

b. Action

1. The teacher creates a comfortable classroom atmosphere.
2. The teacher conveys the rhyme that is played through playback on the video. This activity is part of the TANDUR concept, namely the letter

"T" or "Tumbukan (Collision)" by providing encouragement for students to be more enthusiastic in learning today.

3. Just like cycle II, in cycle III the teacher did not make study groups. Teachers want to be more thorough in recognizing the abilities of each student. The teacher provides a game where students have to listen to a rhyme. The teacher plays a rhyme then the students will be asked to listen carefully. This is included in the TANDUR concept section, namely the letter "A" or "Alami (Natural)" which gives time for students to explore the contents of the rhyme independently.
4. The next step, the teacher gives the command to write each stanza in the rhyme on a piece of paper. This is included in the TANDUR concept, namely the letter "N" or "Namai (Named)" where students are able to write each stanza in the rhyme correctly.
5. Afterwards, the teacher asks the student to lift a finger and the student who lifts their finger fastest will be selected and get a score. This is in accordance with the concept of TANDUR, namely the letter "D" or "Demonstrasikan (Demonstration)" by presenting the results of writing that has been made by students.
6. The teacher asks students to repeat the material that has been given during the lesson. This is in accordance with the TANDUR concept of the letter "U" or "Ulangi (Repeat)" which consists of repeating material together.
7. The teacher praises all the students who have finished the game successfully or studied hard. This is in accordance with the TANDUR concept, the letter "R" or "Rayakan (Celebrate)", where individual student work is recognized with small acknowledgments in the form of applause.

c. Observation

1. The teacher makes observations on the student learning process. The results of the action in cycle III showed that all students' abilities increased in listening. Supported by the emergence of a new spirit in students to improve their quality.
2. The self-confidence of students is increasing.

d. Reflection

1. The teacher reflects on the differences in cycle I, cycle II, and cycle III. Students are more confident in doing activities individually than in groups.
2. According to students, individual learning is more fun because students can think individually so that it fosters student learning concentration and students feel they have responsibility for

themselves so that they require students to be more optimal.

Table 6. The Assessment Results of Cycle III (Last Condition)

No.	Explanation	Preliminary Test Score
1.	Average test scores	82,00
2.	Number of students who passed	15
3.	Number of students	15
4.	Percentage of completion	100%

From the results obtained from Cycle I, Cycle II, and Cycle III which have been carried out well, the results show that the use of the quantum learning method to increase the quality of students' listening learning in learning Indonesian, can be seen from the progress of the percentage of student learning outcomes by using this method **is acceptable**.

4.2 Efforts Made in Improving the Quality of Students Listening Learning.

Students' lack of learning interest in participating listening affects the quality of students' learning. There are several things that teachers can try to improve the quality of student learning in listening to something, namely:

1. The teacher gives motivational encouragement that learning to listen is very important to achieve better changes, if you can not listen well will cause misunderstandings both in the world of education and society, in order to increase students' interest in participating in listening activities.
2. The teacher tries to make the class as comfortable as possible to avoid things that will make students do not concentrate while doing listening activities.
3. Recognize the topic of discussion that will be conveyed by the speaker, so it will not cause misinterpretation of meaning.
4. It is better to be more careful in listening, there is no need to rush or avoid rash behavior because it will reduce the quality of the results in listening.
5. The teacher asks students when they are listening to something to make small notes according to what they hear to write down important things in the discussion.

6. Give functional equipment to support listening activities.

4.3 The Impact of Using the Quantum Learning Method in Listening Skills in Learning Indonesian.

The quantum learning method affects students' creative thinking skills when discussing the material and this method encourages students to think critically and look closely. The use of this method can help them to grow their creativity actively and thoroughly. Students responded positively in the use of this method.

Improving the quality of student learning with the quantum learning method is acceptable and has a positive impact. The average value of students before using the method was low because the teacher only relied on monotonous methods without knowing and understanding the characteristics of students well, that students were more easily bored and liked challenges.

In using that method, students are more comfortable and look happy in the learning process. Because students feel there is a challenge in learning. Students are more active in learning and can express their respective opinions. The average value results in the cycle I and cycle II with this method are very significant changes.

The discussion appointed in this study and the relevant research is almost the same, there are only differences in topics and discussions in the content section.

5. CONCLUSION

Based on the discussion presented by the author, it can be concluded as follows.

1. The use of the quantum learning method in improving the quality of listening in Indonesian learning is acceptable.
2. The use of quantum learning methods affects students to think critically, innovatively, and creatively.
3. The use of quantum learning methods is able to encourage students to always improve the quality of learning by using a fun and not boring methods.

From the results of the research that has been carried out, the researchers suggest that teachers should be able to understand the character of students and be able to use the Quantum Learning method better, thus students are encouraged to put more effort and enthusiasm in learning.

AUTHOR'S CONTRIBUTION

In this study, the researcher served as research planning, research implementation, data collection, and article writing.

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