Increase Interest, Independence, and Learning Outcomes Using The Siring Model in Elementary School Students

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Abstract. Civics learning class I SDN Gudang Hirang 1 looks low on students' interest when participating in class learning and the lack of student independence to explore the material further and the lack of interaction between students and students look bored in participating in learning because they only sit and students rarely take notes while listening to the teacher explain. This study aimed to describe and analyze teacher activities, student learning interests, student activities, and independence and to analyze student learning outcomes. This study uses a qualitative and quantitative approach with the type of classroom action research (CAR) which was carried out in three meetings. The research subjects were students I of SDN Gudang Hirang 1 Academic Year 2021/2022. The results showed that the teacher's activity at each meeting always increased, at the first meeting the "Good" criteria increased to the "Very Good" criteria. Student interest in the first meeting achieved the "Less High" criterion score and always increased so that the third meeting achieved the category score of "almost all students were very high". The students' independence at the first meeting was "Sufficiently Low" and at the third meeting "High". Student activity also increased at the first meeting to get "Active" and increased at the third meeting to the "Very Active" criteria. The classical mastery of student learning outcomes at the first meeting obtained 50% and increased at the third meeting obtained 100%. Siring model can increase student activities, student learning interests, independence, and student learning outcomes.

Keywords: Independence, Interests, Learning Outcomes, Siring Model.

1 Introduction

The development of science and technology in the Era of the Industrial Revolution 4.0 made an extraordinary breakthrough for some people who were able to keep up and give birth to new ideas. Independence is something that must be grown by the student himself from within himself. Students are required to be able to understand something with or without the help of the teacher. But in this case, the teacher does not let go completely, the teacher gives provision throughout the lesson then the students are asked to study independently even later to familiarize themselves with society (Sari, 2014).

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An individual in the school environment is referred to as a student who is required to obey various norms in the continuity of the educational process. In addition to independence, students must also have an interest in learning. Interest is a very important thing that stimulated learning. With the interest in learning, students' curiosity about the context of the learning material will have an impact on the student's learning outcomes (Nasution & Setiawan, 2020).

The low interest of students to take an active role in the learning process is still widely found in the classroom, one of which is in the civics subject matter. This is certainly due to the teacher's learning method which tends to be boring in delivering learning materials. The low understanding of students' understanding of the concept of civics subject matter taught is caused by the lecture method that is often used by teachers, so most students do not fully understand the material that has been taught.

Based on the results of observations at SDN Gudang Hirang 1 grade 1 so far, especially in civics learning, students' interest in learning tends to be low. When teachers teach civics learning, the author sees that students who are interested in asking questions, who are interested in answering questions, or who complete the exercises given by the teacher, tend to be less than optimal. This indicates that students' interest in learning is not optimal. Then the lack of student interest in learning occurs because students feel bored and there is no learning medium and learning model used to attract students' attention and interest in learning.

Therefore, between encouragement, attention, and pleasure in an activity are interrelated with factors that generate interest. If the factors that give rise to interest in an activity are low, it can cause a person's interest to be low. Low interest can cause boredom with an activity. If this happens to the interest in learning Civics, it will have an impact on the person's learning difficulties.

However, in fact, based on the results of researchers carrying out teaching assistance activities that have been carried out for 1 month, it shows that grade 1 students are not independent, judging from several facts of events, namely entering the classroom delivered by parents, preparing books for learning which are helped by parents in the classroom, then cleaning the classroom is done by parents, and students wait for parents until the learner in class ends. According to researchers, to overcome it is necessary to instill the character value of independence that can be implemented in civics subjects.

The results of the interview with Mrs. M.U the homeroom teacher of grade 1 students, most students still lack an attitude of independence, have not been able to solve problems with initiative, and have not been able to realize the positive or negative values that exist in themselves. Meanwhile, what is expected is that all students can instill and develop an attitude of independence so that students can easily gain knowledge at school because from the attitude of independence itself they can get anywhere, for example at home, in the playing environment, school and so on.

Based on the author's findings, students are less active and creative in understanding civics subjects and cannot complete answers correctly and precisely, due to difficult questions, and lack of learning concentration, so the expected daily test results are low with average minimum criteria of mastery learning under 70 out of 18 students with 10 students who incomplete and 8 learners completed. This is far from what was expected, with the provision of minimum criteria of mastery learning, which is 70. One

of the ways that researchers consider effective in overcoming the above problems is to use a combination of models, namely the Siring model. The meaning of Siring is that this tourist spot is located in the center of Banjarmasin city. It is right across the 0 KM point of Banjarmasin City. Siring Tendean is its name, located on Jalan Kapten Tendean, Gadang, Central Banjarmasin. Located about 27 KM from Syamsudin Noor International Airport, exploring the city center of Banjarmasin by taking the land route for about a 1-hour drive. In Siring Tendean Banjarmasin, not only can you find a floating market that is so crowded every Sunday. There is also a Viewing Tower where you can enjoy the view of Banjarmasin City from a height.

This Siring model is a combination of 3 models, namely the Somatic, Auditory, Visual, Intelectual (SAVI), Role Playing, and Team Assisted Individualization (TAI) learning models. The purpose of this study is to describe and analyze the increase in independence, interest, and learning outcomes using the Siring model in elementary school students.

2 Method

This research uses a qualitative approach and a quantitative approach with the type of research being classroom action research (CAR). The subjects in this study were first-grade students, totaling 15 students because they were still in a state of the pandemic.

This research was carried out in 3 meetings or for three consecutive days at SDN Gudang Hirang 1 for the academic year 2021/2022, a State Elementary School (SD) located in South Kalimantan Province, Kab. Banjar with the address Jl. Old Martapura Km 10. 5.

The factors studied were teacher activity factors, student activity factors, interest factors, independence factors, and learning outcomes. The data was generated from the instrument sheet, the observation sheet, and the learning outcome test: then analyzed using descriptive techniques and described in the form of tables and graphs. Furthermore, it is interpreted using the criteria for each indicator of the success of teacher and student activities, as well as the achievement of student learning mastery individually and classically.

3 Results And Discussion

Based on the results of the observations obtained, the activities carried out by the teacher, the activities carried out by students, and the learning results obtained by students from meeting 1 to meeting 3, there was an increase and improvement in the implementation of the steps of learning activities carried out by the teacher in each meeting. A recapitulation of teacher activities at meetings 1 to 3 can be seen in the table below:

Table 1. Teacher Activity Recapitulation

Meeting	Score	Category
1	24	Good
2	25	Good
3	30	Excellent

Based on table 1. It can be seen that the quality of learning carried out by teachers in each meeting always shows improvement. In meeting 1, the teacher obtained a score of 24 with good criteria, this happened because the activities carried out were optimal and in the use of the Siring model in elementary school students. In meeting 2, the teacher obtained a score of 25 with good criteria, this happened because the activities carried out were optimal and in the use of the Siring model in elementary school students. In meeting 3, the teacher obtained a score of 30 with very good criteria, this happened because the activities carried out were optimal and in the Siring model for elementary school students.

The teacher's activity in carrying out learning by applying the Siring model to civics subjects has increased in each meeting. From meeting 1 to meeting 3 there was an increase in each meeting. This is because at each meeting there are always improvements made to the teacher's activities in carrying out learning using the Siring model so that the increase in the acquisition score can reach very good criteria.

This increase in teacher activity occurs because by using the Siring learning model, teachers can facilitate students, provide material, and interest students in learning better. In addition, with the reflection carried out by the teacher, the teacher can correct the shortcomings or weaknesses he has so that teacher activities always improve and the quality of the teacher also becomes better in carrying out learning.

The teacher guides students to explore the material by providing questions in the form of case studies to develop problem-solving skills. Each student has a different intellectual intelligence, to help students who have not yet completed it is necessary to have group work. In the process of solving problems, students are encouraged to form groups and work on tasks among group members and convey communication in each group. This is in line with the opinion of (Kodariyati & Astuti, 2016) Considering that the level of understanding of students in studying PKN material is greatly influenced by communication and problem-solving skills, a learning innovation is needed.

The implementation of KUIS carried out by the teacher can find out the extent of the student's grasping power in obtaining the learning transformation obtained by the teacher. To be packed with interest this quiz is organized in conjunction with role-playing games. The questions that are made tend to be more instillation of concepts into students. When students already know the basic concepts in the building, it will make it easier for students to do the questions.

The results of this study are in line with the opinion of (Hamalik, 2016)who said that good teachers will always try to carry out good learning to achieve success in learning. Then this is supported by the opinion of (Suriansyah, Aslamiah, Sulaiman, & Noorhafizah, 2014) who said that achieving success in learning depends largely on the quality of the teacher in carrying out the learning process. This was then confirmed by

(Wibowo & Farnisa, 2018)., (Segolsson & Hirsh, 2019)., (Rasmitadila et al., 2020) who said that teachers have an important role to make students successful in learning.

The quality of learning carried out by teachers in each meeting always shows improvement. This can occur as a result of the reflection activities provided by the observer and the improvements made by the teacher. Thus, it can be said that reflection activities are very important to be carried out in any learning.

A recapitulation of student activities at meetings 1 to 4 can be seen in the table below:

Table 2. Recapitulation of Student Activities

Meeting	Percentage	Criterion
1	20.00%	Less Active
2	80.00%	Moderately Active
3	100%	Active

Judging from table 2, the increase in activities carried out by students in the active and very active categories from meeting 1 with classical completion (20.00%) increased to meeting 3 with classical completion (100%). At meeting 1 observation of student activity classically 20.00% of students reached the category of "Quite Active", therefore there is still a need for improvement in learning so that students are more active in the next meeting.

At the meeting of 2 observations classically 80.00% of students reached the "active" criteria, this is still far from the success indicators that have been set by researchers because student activity has not reached ≥ 80%. At the meeting 3 observations of 100% of student activities reached the criteria of "active", therefore there is still a need for improvement in learning so that students are very active in the next meeting. This increase is because during learning with the learning model Siring applies group search which makes students more encouraged to communicate and work with their groupmates, have the right material, and make students more courageous to ask questions, and express their opinions with the help of interactive media. This is what makes students more actively involved in learning.

The results of this study are in line with the opinion of (Suriansyah et al., 2014)., (Azzahra, Pratomo, & Sumiati, 2019)., (Kupczynski, Mundy, Goswami, & Meling, 2012)., (Fidiyanti, Ruhimat, & Winarti, 2017)., (Sun, Ruokamo, Kangas, & Siklander, 2022) said that in group learning, students can share information, be active in asking questions, work together in studying the material as well as in complete their group tasks. The results of this study are in line with the opinion of (Malik, 2019)., (Birgili, Kiziltepe, & Seggie, 2017)., (Sugiman, Retnowati, Ayres, & Murdanu, 2019)., (Tran, 2019) said that the learning process that emphasizes group learning will make students learn together and help each other interactively to achieve the learning goals formulated.

Based on the theory presented above and supported by several relevant research results that have been previously, the results of the study that show that using the Siring learning model can increase student activity are declared acceptable.

A recapitulation of students' learning interests in meetings 1 to 3 can be seen in the table below:

Table 3. Recapitulation of Learning Interests

Meeting	Percentage	Criterion
1	41.66%	High Enough
2	60.00%	Tall
3	73.30%	Tall

Based on table 3. it can be seen that from meeting 1 to meeting 3 in the implementation of this class action, there was an increase in interest. At meeting 1 observation of student learning interest classically 41.66% of students reached the category of "Quite high", therefore there is still a need for improvement in learning so that students study harder in the next meeting. At the meeting, 2 observations of classical interest in learning 60.00% of students achieved the "high" criteria. At the meeting of 3 observations the interest in learning students was 73.30% who achieved the "high" criteria, therefore the interest in students' defense was good.

Increased interest in student learning. This increase is due to an increase in the quality of learning carried out by teachers. Improving the quality of learning carried out by teachers has an impact on increasing student activity. Then this improvement in the quality of teachers and student activities has an impact on increasing student interest in learning. Thus, if you want students' interest in learning to increase, it is necessary to implement the learning that can increase student activity and increase student activity, it is necessary to implement quality learning the teacher.

The results of this study are in line with the theory put forward by Gage and Berlin (Emda, 2017)., (Nurhayati, Komalasari, & Kusmarni, 2017)., (Yıldız & Şimşek, 2022)., (Kiili et al., 2021)., (Avdiu, 2019)., (Syafiqah Yaccob & Md Yunus, 2019) ., (Cheung & Ng, 2021) who said that the way to increase students' interest in learning is to use games because they can create competition and cooperation. This is in line with the opinion of (Suprihatin, 2015) & (Koca, 2016) who said that healthy competition can foster a good influence on learning. The competition allows students to have an interest in earnestly trying to obtain good results.

This is in line with the theory of interest in learning put forward by Victor H. Vroom who says that if a person wants something and the hope of getting something is big enough that the person concerned will be encouraged to get the thing he wants (Rachman, 2016). This is in line with the opinion of (Masni, Pasinggi, & Zainal, 2021)., (Puspitarini & Hanif, 2019) who said that interest in learning will not be formed if the person does not have the desire or realize the benefits of learning for himself. Therefore, it takes certain conditioning to increase the interest in learning

The recapitulation of student Learning Independence at meetings 1 to 3 can be seen in the table below:

Table 4. Recapitulation of Learning Independence

Meeting	Percentage	Criterion
1	25.00%	High Kurag
2	33.30%	High Enough
3	76.00%	Tall

Based on table 4. it can be seen that from meeting 1 to meeting 3 in the implementation of this class action, it can be seen that there is an increase in student learning independence. At meeting 1 observation of student learning independence classically 25.00% of students reached the "less high" category, therefore there is still a need for improvement in learning so that students are more independent in learning again in the next meeting. At meeting 2 observations of learning independence classically 33.30% of students achieved the criteria of "quite high". At the meeting 3 observations of student learning independence 76.00% who achieved the "high" criteria, therefore in the independence of the student defense was good.

This increase is due to an increase in the quality of learning carried out by teachers. This means that improving the quality of learning carried out by teachers has an impact on increasing student activity. Then this improvement in the quality of teachers and student activities has an impact on increasing student learning independence. Thus, if you want student learning independence to increase, it is necessary to implement learning that can increase student activity, to increase student activity, it is necessary to implement quality learning by the teacher.

The indicators used by researchers as a benchmark for the success of student learning independence are taken from (Sumarmo, 2004) which consist of Having an Optimistic Spirit, Being responsible for the tasks given by the teacher, Using teaching materials intensively, and Reflecting on incorrect answers. To foster student learning independence, the researcher also added suitable learning steps by the provisions of the problems found by the researcher. Teacher activities that foster student learning independence are guiding students in horray games, having students use the baramian application, and guiding students deep into the material.

The recapitulation of student learning outcomes in meetings 1 to 3 can be seen in the table below:

Table 5. Recapitulation of Learning Outcomes

Meeting	Complete	Incomplete
1	50.00%	50%
2	75.00%	25%
3	100%	0%

Based on table 5. it can be seen that from meeting 1 to meeting 3 in the implementation of this class action, it can be seen that there was an increase in classical at meeting 1 student which was completed by 50.00%, the meeting 2 students which completed by 75.00%, and the meeting 3 students who are 100% complete.

The increase in the results of the student's defense from meeting 1 reached meeting 3. One of the increasing student learning outcomes is due to the use of problem sheets given by teachers in learning. At this stage, the teacher gives problems to students the to solve problems according to their respective ways, so that this will make students' thinking ability higher.

In learning activities or instructional activities, usually the teacher sets learning goals. If the child is able or successful in achieving learning goals, then the child can be said to be successful in learning (Susanto, 2016).

In addition, the improvement of student learning outcomes cannot be separated from the role of a teacher who provides information presentations in the form of illustrations on the topic that students will learn so that students have limitations in achieving learning objectives. When students have a self-understanding of the subject matter, the next stage of the teacher will guide students to find certain concepts from the illustrations given by the teacher, so that the equalization of students' understanding is wider with the question and answer between students and teachers.

One of the teaching techniques that can be applied by teachers is to use a learning model in the teaching and learning process in the classroom. The learning model is a variation of the teaching process that can be carried out by every teacher to improve the thinking ability of his students, increasing student participation in carrying out learning so that students do not feel saturated. Therefore, teachers can improve learning outcomes for students to be more optimal.

In the end, the improvement of the quality of teacher activities, student activities, interest in learning, and learning independence makes student learning outcomes will increase. This means that there is a relationship between teacher activity, student activity, student interest in learning, independence, and student learning outcomes. This relationship between linearity and inclination can be described in the graph below:

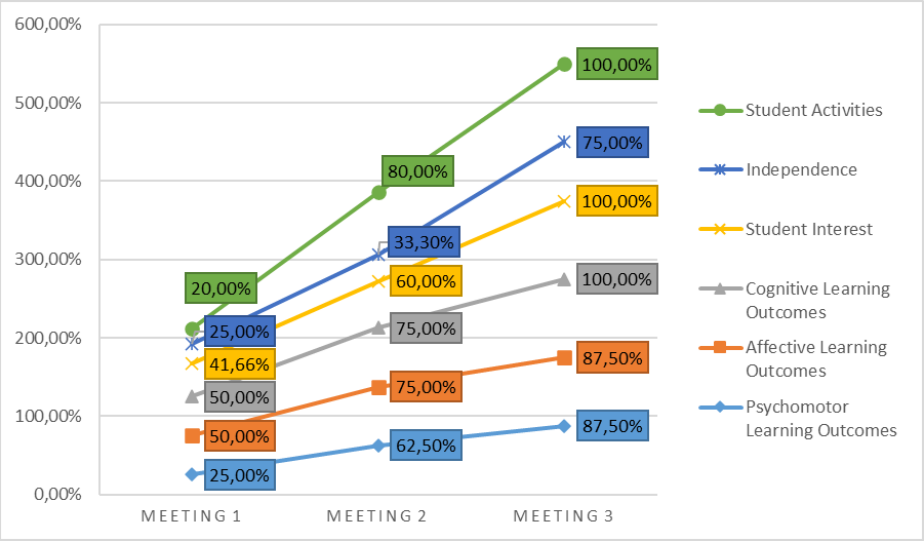

Fig. 1. Trend Chart of All Aspects

Cooperative learning is considered to be able to improve student learning outcomes because it can bring students to direct experience. Students will be enthusiastic about learning because the process of delivering the material is fun, not monotonous, and far from boring. The results of the study using the Siring learning model were proven to be able to improve student learning outcomes because teacher activities, student activities, independence, and student interest in learning by using this model also increased.

4 Conclusion

Based on the results of the study showed that the teacher's activity at each meeting always increased, at the meeting I got the criterion "Good", which increased to the criterion "Excellent". The student's interest in meeting I reached the criterion score of "Less High" and always improved so that meeting III achieved a category score of "almost all students are very high". Student independence at meeting I was "Low Enough" and at Meeting III "High". Student activity also increased at the meeting I gained "Active" and increased at meeting III to the criterion of "Very Active". The classical completion of student learning outcomes at a meeting I gained 50% and increased at meeting III gained 100%.

Based on the results of this meeting, it can be concluded that the Siring model can increase student activities, student learning interests, independence, and student learning outcomes. It is recommended to use this model as a consideration in improving the quality of learning.

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