

Enhancement and Results of Social Science Lessons on Social Issues Through Example Non Example Models

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Abstract—This study aims to improve the social science learning outcomes on social issues from sufficiently increased to high through example non example models. This research was conducted by conducting class action research with cycles i.e. Pre-Cycle, Cycle I and Cycle II. The result in the Pre-cycle of 55% unfinished students is sufficient, 45% complete, enough and the average class 67. In the first cycle students who have not completed 40%, complete 60%, average 70. In cycle II 10% unfinished students, 90% complete students and an average grade of 81.75. PTK with example non example is declared successful because in cycle II the results obtained above the established provisions of the students who completed to reach 81 that is 90% while the average 81.75. This increase is achieved by intensifying learning by example non example by emphasizing the narrative step of presenting the image. The smaller group of things discussed is given special attention, the teacher guides the discussion, and the teacher is in class and in concluding always with the students.

Keywords—Improved Learning Outcomes, Social Studies, Example non Example.

I. INTRODUCTION

Education is basically a process to help humans in developing themselves, so as to be able to deal with any changes that occur in life. Primary school education is a basic education level that serves as the laying of the foundations of science and help optimize the development of children through teacher-led learning. The goal of the primary education process is to enable the child to understand his or her potential, the opportunities and demands of the environment and to plan for the future through making the most likely decisions for himself. The ultimate goal of basic education is the acquisition of personal development of children who are self-reliant and participate in the development of nation and state progress, are able to continue their education to a higher level, and able to live in society and develop themselves according to their talents, interests, abilities which is in line with the values that exist in the environment in which it is located.

Social Science is the study of human behavior and the study of human beings as members of society. Social science learning is closely related to interaction with fellow human beings. Through this subject is expected students can mingle and interact with others and can communicate well with other

human beings [1]. This learning is considered very important where it can prepare students to go directly to the community and successfully achieve its life goals. The study material in need of some method varies because in general social science is a boring subject because of memorization and the majority of reading. So teachers should have the initiative or innovation to use new learning models that attract students to learn this material. In connection with the social science is a science that the discussion is very broad and important in our lives. So the teacher must always choose the right model to teach these subjects.

Some interesting learning model is the model of learning Example Non Example. Learning Model Example Non Example or also called Example and Non-Example is a model of learning that uses images as a medium of learning. Method Example Non Example is a method that uses the media images in the delivery of learning materials that aims to encourage students to learn to think critically by solving the problems contained in the sample images presented. [2] Cooperative learning model example non example is a method with examples that can come from cases of images that are relevant to basic competence. Thus, this strategy emphasizes the context of student analysis. The images used in this strategy can be displayed through the OHP, Projector, or simply the poster.

According to [3] model example non example is a learning strategy that uses images as a medium to deliver the subject matter. This strategy aims to encourage students to learn to think critically by solving the problems contained in the sample images presented. The use of drawing media is designed so that students can analyze the image for a brief description of the contents of an image. Based on the above opinion can be concluded that the example model example non example is a learning model that uses images to be analyzed or described by students afar attract student interest in social science lesson so much easier in understanding the material to be studied.

Learning outcomes are the result of a conscious effort to gain some knowledge and experience learned. Learning outcomes in the learning and learning process can be viewed as a barometer of student success in following a particular lesson or as a measure of teacher success in implementing learning process learning. Learning outcomes include cognitive, affective, and psychomotor abilities.

II. THEORETICAL FRAMEWORK

A. Learn

In the school conducted teaching and learning process conducted by teachers. According to psychological understanding, learning is a process of change that is behavior change part of the result of interaction with the environment in fulfilling the needs of his life. Such changes will be evident in all aspects of behavior. Understanding learning can be defined as follows. "Learning is a process by which a person undertakes to obtain a whole new behavioral change, as a result of his own experience in interaction with his environment [4]. Learn is a change of reaction activity to the environment. Such activity changes include knowledge, skills, behavior, and this is gained through practice (experience).

B. Social Sciences

The notion of social science as an educational program which is a whole that essentially addresses human beings in the physical natural environment, as well as in their social environment whose material is drawn from various social sciences such as geography, history, economics, and politics. By studying this social science, students should have a valuable knowledge in understanding themselves and others in different spaces of time and place, both individually and in groups, to discover their interests that can eventually form a good and harmonious society [5].

Social science learning is part of the school curriculum that aims to help mature students to develop knowledge, skills, attitudes, and values in order to participate in society, the State and even in the world. The importance of social science education applied in schools, from primary to university, especially in primary and secondary schools [1].

C. Example non Example

According to [6] the advantages of the method of example and non-example among others: 1. Students depart from a definition that is used to further expand understanding of the concept with a more profound and more complex. Students engage in a process of discovery (discovery), which encourages them to build a progressive concept through example and experience of non-example. 3. Students were given something that is opposite to explore the characteristics of a concept by considering the non-example is possible there are some parts which is a character of the concept which has been described in the example.

The teacher will present an example of a concept then there are three things that should be addressed: 1. Sort examples of the easy to difficult. 2. Select examples - examples that differ from each other. 3. Compare and contrast examples - examples and not an example. Setting up the experience with examples and non-examples will help students to construct meaning that richer and more profound than an important concept [5].

The conceptual framework related action strategies, which use the inquiry model to introduce a new concept by the method of Example and Non example. Framework concepts include: 1. Generalize pair of examples and non-examples that explain some of the most of the characters or attributes of the

new concept. Serve up in a time and ask students to think about what differences there are in the two lists. During the students to think about each of the examples and non-examples are, ask them what made the two lists differ. 2. Prepare additional examples and non-examples, the concepts are more specific to encourage students to check the hypothesis that has been made so as to grasp new concepts. 3. Asking students to work in pairs to generalize the concept of non-examples and their examples. After that, ask each pair to inform the class to discuss it in the classical style so that each student can give feedback. 4. As part of the cover, is to ask students to describe the concepts that have been obtained by using characters that have been obtained from the examples and non-examples [6].

III. METHODOLOGY

This study uses a classroom action research type. According to [7] classroom action research is a research activity by looking at a given action learning activity, deliberately raised in a class, aimed at solving problems or improving the quality of learning in that class, Fig. 1.

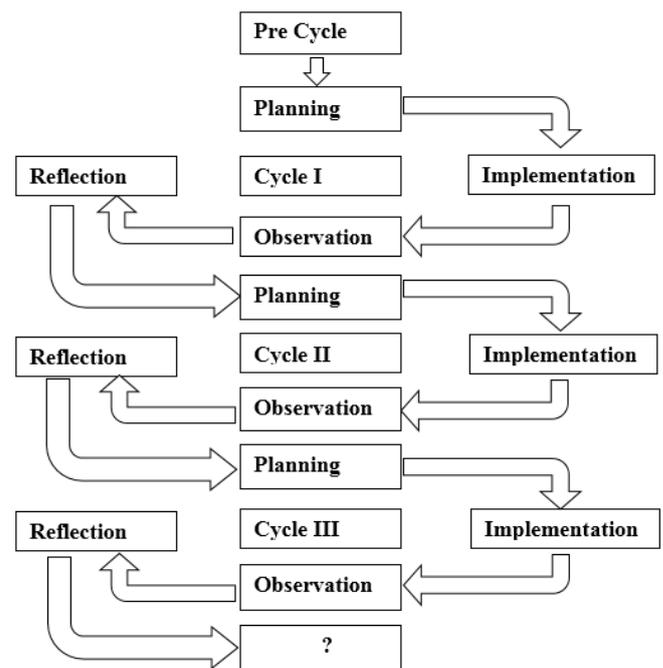


Fig. 1. Research Procedure [8]

The data obtained from the test results are inserted into a scale of 100. The result of the scale of 100 is then determined the completeness of learning that is 70. After the scores determined 100 and the level of completeness, calculated the percentage of students who are categorized as complete and unfinished. After that the calculated averaged by the formula:

$$X = \frac{\sum X}{\sum n}$$

X = Average

$\sum X$ = Total score of all students

$\sum n$ = The number of students

The results of the mastery of learning calculations both individually and in class are included in the following criteria:

- 0 - 20 = Low Once
- 21 - 40 = Low
- 41 - 60 = Enough
- 61 - 80 = High
- 81 - 100 = High Once

IV. RESULT AND DISCUSSION

This research was conducted in class IV C State Elementary School 006 Samarinda Ulu, Samarinda. Researchers conduct observations or activities with the following results.

A. Pre Cycle

At the beginning the researchers conducted observations or pre-cycle activities. The result can be seen in Table I.

TABLE I. RESULT PRE CYCLE

No	Name	Pre cycle		Average	Criteria
		PI	PII	Pre cycle	
1	Adam Farliani	30	50	40	Not yet completed
2	Aida	80	90	85	Completed
3	Ahmad Rijai	80	80	80	Completed
4	M. Hamdani	70	100	85	Completed
5	M. Rizal	40	60	50	Not yet completed
6	Fatimah	60	60	60	Not yet completed
7	Hilal	60	70	65	Not yet completed
8	Karina	100	90	95	Completed
9	Nurmila	40	50	45	Not yet completed
10	Raul	30	50	40	Not yet completed
11	Rivaldi	90	100	95	Completed
12	Shilla	80	100	90	Completed
13	Sendi	80	90	85	Completed
14	Aril	40	60	50	Not yet completed
15	Risky	90	100	95	Completed
16	Rania	40	60	50	Not yet completed
17	Anisa	50	50	50	Not yet completed
18	M. Dimas	50	80	65	Not yet completed
19	A. Daniansyah	80	90	85	Completed
20	M. Rahman	20	40	30	Not yet completed

^a Explanation Pre Cycle : Student completed = 45%; Student not yet completed = 55%; Average = 67
In the pre cycle obtained: Unresolved children study 11 - 55%; Children who thoroughly learn 9 people - 45%;

The average class of 67 means that the mastery of the class has not yet been completed. In the pre-cycle of teachers teaching conventionally, providing information combined with question and answer and giving examples of unsatisfactory results. Individual students who have not completed 55% of students who completed 45% completeness class or average class has not reached the specified completeness (81%)

B. Cycle I

The implementation of cycle I obtained the following results in Table II.

TABLE II. RESULT CYLCE I

No	Name	Cycle I		Average	Criteria
		PI	PII	Cycle I	
1	Adam Farliani	60	80	70	Completed
2	Aida	80	100	90	Completed
3	Ahmad Rijai	60	60	60	Not yet completed
4	M. Hamdani	40	60	50	Not yet completed
5	M. Rizal	90	70	80	Completed
6	Fatimah	60	90	75	Completed
7	Hilal	70	80	75	Completed
8	Karina	40	60	50	Not yet completed
9	Nurmila	80	80	80	Completed
10	Raul	80	100	90	Completed
11	Rivaldi	60	60	60	Not yet completed
12	Shilla	80	70	75	Completed
13	Sendi	70	90	80	Completed
14	Aril	60	70	65	Not yet completed
15	Risky	60	60	60	Not yet completed
16	Rania	80	90	85	Completed
17	Anisa	60	60	60	Not yet completed
18	M. Dimas	70	80	75	Completed
19	A. Daniansyah	60	40	50	Not yet completed
20	M. Rahman	80	60	70	Completed

^b Explanation Cycle I : Student completed = 60%; Student not yet completed = 40%; Average = 70
In cycle I obtained the result: Unfinished children learn 8 people - 40%; Children who are late 12 people - 60%; Average grade or mastery of 70% class means complete.

In the first cycle the teacher has replaced the conventional model with the teaching model example non example with the steps (1) preparing the essay (picture) according to the learning objectives to be achieved, (2) exposing the image in front of the class for analysis, (3) asks the group to analyze the picture, (4) the teacher asks the students to analyze the picture, (5) the teacher asks each group to present the results of their work, (6) the group presentation results are shared by teachers and other work groups, (7) conclusion.

Learning outcomes in the first cycle is a student who has not completed 40%, students who complete 60% completeness class or average grade 70% means complete. Students who complete 60% means not succeed, this is because the teacher did not give narration or explanation on image display. Teachers have not clarified the emphasis on important value images, the teacher is less clear in explaining, the teacher is less lead and direct the discussion. Teachers do not motivate students to ask friends or colleagues.

C. Cycle II

Based on the improvement of the above learning steps implemented learning cycle II. Cycle II can be seen in Table III.

In cycle II the teacher carries out the lesson with improvements from the shortcomings in cycle I i.e., the teacher gives more narrative by explaining at the time of presenting the picture, forming small group of 3 members, putting pressure on things that are core and important to be considered and discussed, guide the course of the discussion, respond together with the results of group outcomes and draw conclusions closely. The results of cycle II are 10% unfinished students, individual students who complete 90%. Judging from the masked group that is the average class 81.75. Looking at the

two individual mastery indicators $90 > 81$ and the completeness of the class $81.75 > 81$ means that learning has succeeded.

TABLE III. RESULT CYCLE II

No	Name	Cycle II		Average	Criteria
		PI	PII	Cycle II	
1	Adam Farliani	60	70	65	Completed
2	Aida	70	60	65	Completed
3	Ahmad Rijai	70	70	70	Completed
4	M. Hamdani	70	80	75	Completed
5	M. Rizal	80	70	75	Completed
6	Fatimah	70	90	80	Completed
7	Hilal	80	80	80	Completed
8	Karina	90	80	85	Completed
9	Nurmila	80	90	85	Completed
10	Raul	100	80	90	Completed
11	Rivaldi	90	100	95	Completed
12	Shilla	100	100	100	Completed
13	Sendi	100	100	100	Completed
14	Aril	70	80	75	Completed
15	Risky	70	90	80	Completed
16	Rania	80	100	90	Completed
17	Anisa	100	80	90	Completed
18	M. Dimas	80	90	85	Completed
19	A. Daniansyah	60	100	80	Completed
20	M. Rahman	70	70	70	Completed

^c Explanation Cycle II: Uncompleted children learn 2 people - 10%; Children who thoroughly learn 18 people - 90%; Average grade 81.75 (complete class mastery)

D. Result Example non Example

Learning outcomes using example non example can be described as follows in Table IV.

TABLE IV. RESULT EXAMPLE NON EXAMPLE

No	Name	Pre Cycle	Info	Cycle I	Info	Cycle II	Info
1	Adam Farliani	40	NC	70	C	65	C
2	Aida	85	C	90	C	65	C
3	Ahmad Rijai	80	C	60	NC	70	C
4	M. Hamdani	85	C	50	NC	75	C
5	M. Rizal	50	NC	80	C	75	C
6	Fatimah	60	NC	75	C	80	C
7	Hilal	65	NC	75	C	80	C
8	Karina	95	C	50	NC	85	C
9	Nurmila	45	NC	80	C	85	C
10	Raul	40	NC	90	C	90	C
11	Rivaldi	95	C	60	NC	95	C
12	Shilla	90	C	75	C	100	C
13	Sendi	85	C	80	C	100	C
14	Aril	50	NC	65	NC	75	C
15	Risky	95	C	60	NC	80	C
16	Rania	50	NC	85	C	90	C
17	Anisa	50	NC	60	NC	90	C
18	M. Dimas	65	NC	75	C	85	C
19	A. Daniansyah	85	C	50	NC	80	C
20	M. Rahman	30	NC	70	C	70	C
19	A. Daniansyah	85	C	50	NC	80	C
20	M. Rahman	30	NC	70	C	70	C

^d Information: NC : Not yet completed; C : Completed

V. CONCLUSION

Based on the result and discussion can be concluded that teaching social science with model example non example in class IV SDN 006 Samarinda Ulu can improve student learning outcomes of students who complete learning 55% quite enough, the cycle I complete 60% students are quite enough, and the cycle II students who complete 90% or very high. Judging from the completeness of the individual 81.75 complete while 90% class then above the 81% determined the provision of this research is declared successful.

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