

Quantum Teaching-Learning Model to Increase Motivation and Learning Outcomes

(Application Audio Visual Media to increase Understanding Symbols of Pancasila Principles)

Oktavia Catur Nunggalina, Muhari, Nanik Setyowati

Universitas Negeri Surabaya
Surabaya, Indonesia.
linaokta003@gmail.com

Abstract— Based on the observation conducted by the researcher at IB class, some problems in the learning of civic is low motivation and learning outcomes. This study aims to improve students' motivation and learning outcomes on the subject of understanding the symbols of Pancasila with visual audio media in IB class students. This is a classroom action research (PTK) which is implemented in 2 cycles; cycle I and cycle II. Each cycle consists of preliminary study, planning, implementation, and reflection. This research was conducted in the second semester of 2017/2018. The subjects of this research are IB grade students of SDN Klakahrejo I Surabaya with a total of 29 students consisting of 15 male students and 14 female students. Data research was obtained through observation and students' learning outcomes. The results of this study indicate that in cycle I students' learning outcomes reached 76%. In the second cycle students' learning outcomes reached 82,7%. Based on the results of data analysis, the use of Quantum teaching-learning model with visual audio media conducted in class IB improve motivation and students' learning outcomes.

Keywords-component; *quantum teaching; motivation; learning outcomes*

I. INTRODUCTION

Learning is an effort learn students to learn, [1] At this time of learning emphasize three aspects, namely cognitive, affective and psychomotor. Cognitive aspects of learning experiences emphasize include the results of the intellectual and knowledge gained from the learning process itself. Affective aspects include learning experiences on the role of emotions, such as attitudes, appreciation and interest adjustment efforts. While psychomotor aspects include various types of skills. So far our education is still dominated by the view that knowledge as a set of facts to be memorized, the class is still focused on the teacher as the main source of knowledge, then lectures the main choice of learning strategies, [1]The mayor teachers teach the conventional style.

Based on the observations that have been made in the classroom, it turns IB class is a class that has a problem that must be resolved. The problems related to motivation and students' learning outcomes is low. This is due to the behavior of students in IB classes did not show the characteristics of

students who have high motivation to learn. The learning motivations effect on students' learning outcomes. Based on the average value of daily test results of students, the lowest value is in understanding the subject matter symbol PPKn principles of Pancasila, namely 68 values is still below the minimum completeness criteria. Where the minimum completeness specified is 75. In this case, the average value Pancasila and civic education lesson. By looking at the data the average value of daily test results of subjects Pancasila and civic education the learning process needs to be improved, The Pancasila and civic education learning improvement on material familiar symbol focusing on principles of Pancasila. The effort in class learning can improve student learning motivation and interest towards learning Pancasila and civic education.

Based on the problems described above, the authors need to do research to improve motivation and students' learning outcomes SDN Klakahrejo IB class I. Some of the learning model has been implement, one of which is a cooperative learning model STAD, but not yet to show success. When implemented this model is only a few students are active, for students who do not have the courage and cleverness tend to be passive and leave the task group to the other members. This study, researchers applied learning models Quantum Teaching [2] with audiovisual media learning model is considered very suitable to the character of the issues raised in the class IB SDN Klakahrejo I. This is possible because the learning model Quantum Teaching by Bobby de porter is a concept that describes new ways to facilitate teaching and learning, through the incorporation of elements of art and the achievements of targeted, regardless of the subject they teach. , Quantum Teaching is composing various interactions that exist in and around the learning environment of students [3] Quantum Teaching makes everything meaningful in the learning process, every word, though, and design instruction. Meanwhile, according to [4]

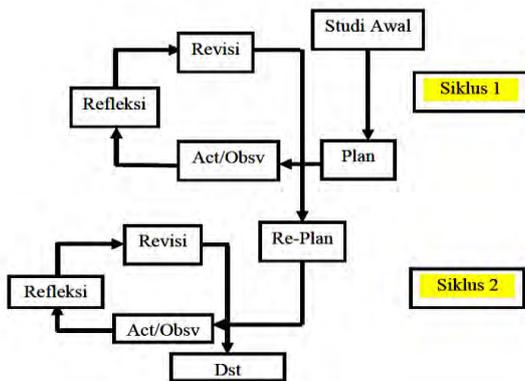
audio-visual media is media that involves the senses of hearing (ears) and the sense of vision (eye) as well as in the learning process. According to [5]audio-visual media is media

that communicates its message can be received by the senses of sight and sense of hearing. According to [6], audio-visual media is the production and use of materials, application through sight and hearing, and not always understanding of words and symbols that are similar. The conclusion of audiovisual media that is used to deliver learning materials involving the sense of hearing (ears) and the sense of vision (eye) in a learning process that does not always depend on the understanding of words or symbols that are similar. Audiovisual materials make the presentation to the students more complete and optimal.

II. METHODS

This study uses a Class Action Research (CAR). According [7]of classroom action research is the research conducted by the teacher in the class itself through self-reflection with the aim to improve its performance as a teacher, so that student learning outcomes to be increased. According to [8]class action research conducted through the assessment process cycle, which consists of four stages: planning, implementation, observation, and reflection. According to [9]class action research (classroom action research), the research done by the teacher to the classroom or in the school where he taught with an emphasis on the improvement or enhancement of learning processes and practices.

The model used in this study using a model developed by [10]which is a modified model of Kemmis, S. & Mc Taggart.



Flow Chart modification action research model of Kemmis & Mc Taggart, (Riyanto, 2007: 141)

III. RESULTS AND DISCUSSION

This research was conducted in SDN Klakahrejo I Surabaya. Based on preliminary observations on the matter to understand the symbols principles of Pancasila, motivation and student learning outcomes is low or average value under KKM, this condition is caused by: The learning method used by teachers who are still conventional means teachers still teaching not become facilitators in learning; Strategies and methods used less varied so that students tired and less motivated in participating in learning; Teachers often use the lecture method in teaching making it less attractive for students; Student environment is still not aware of the importance of education make students' motivation in learning less developed;

In this study, researchers collaborate with classroom teachers at SDN IA and IC Klakahrejo I. on the learning process of researchers acted as a teacher and peers as an observer. This classroom action research consisted of two cycles with details of cycle 1 during two meetings and cycle 2 during the two meetings. Cycle 2 was implemented to repair flaws and weaknesses in cycle 1. The second implementation cycle for two weeks.

1. first cycle

Implementation of the study in the first cycle was conducted during two meetings with the material to understand the principles of Pancasila symbol. Research the first cycle of the first meeting held Monday 30 April 2018 at 07:50 until 09:00 pm and the second meeting was held on Thursday, May 4, 2018, at 7:50 until 9:00 pm. Observational data indicate that the learners have been completed, namely, that scored above or equal to the value of the minimum completeness criteria (KKM). Minimum completeness criteria in SDN klakahrejo I was 75.

TABLE I. OBSERVATIONS STUDENT MOTIVATION CYCLE I

Note: Data is processed, researchers

Based on the data on the first cycle of students' motivation in learning activities are 77.4. The results of learning motivations' in cycle 1 are not meet the minimum requirements of the indicator is

No .	Aspects Observed	Score Observation I		Score Observation II		Tot
		O1	O2	O1	O2	
I.	Initial activity	20	20	20	21	81
II.	Core activities	51	53	52	53	209
III .	The activities cover	14	14	14	15	57
Total score		85	87	86	89	347
maximum score		112	112	112	112	448
scores Akhr		75.9	77.6	76.8	79.4	77.4

80%.

TABLE II. THE EVALUATION CRITERIA FOR OBSERVATION

Scores for Range	Information
20-40	Very less
41-55	Less
56-70	moderate
71-85	Good
86-100	Very good

(Ratumanan & Laurens, 2015: 98)

TABLE III. RESULTS OF STUDENT LEARNING CYCLE I

No.	Name	JB	JS	K - 1	N	Score	Ket

1	<i>Inaya</i>	8	2	3	10	73	TT
2	<i>Alkausar</i>	9	1	3	10	87	T
3	<i>Dita</i>	9	1	3	10	87	T
4	<i>Bagas</i>	9	1	3	10	87	T
5	<i>Fathir</i>	10	0	3	10	100	T
6	<i>Fitri A</i>	9	1	3	10	87	T
7	<i>Thunder</i>	8	2	3	10	73	TT
8	<i>Linda</i>	9	1	3	10	87	T
9	<i>inspirasi</i>	10	0	3	10	100	T
10	<i>Zidane</i>	9	1	3	10	87	T
11	<i>Raffa</i>	9	3	3	10	87	T
12	<i>Zuan</i>	9	1	3	10	87	T
13	<i>Fadjar</i>	9	1	3	10	87	T
14	<i>Nur</i>	9	1	3	10	87	T
15	<i>Naura</i>	9	1	3	10	87	T
16	<i>Nicho</i>	7	3	3	10	60	TT
17	<i>Princess</i>	10	0	3	10	100	T
18	<i>Rafka</i>	7	3	3	10	60	TT
19	<i>Raisya</i>	9	1	3	10	87	T
20	<i>Rindi</i>	9	1	3	10	87	T
21	<i>Riska</i>	9	1	3	10	87	T
22	<i>Risky</i>	9	1	3	10	87	T
23	<i>Risma</i>	9	1	3	10	87	T
24	<i>Rivaldi</i>	7	3	3	10	60	TT
25	<i>Safira</i>	9	1	3	10	87	T
26	<i>Sekar</i>	8	2	3	10	73	TT
27	<i>Vania</i>	9	1	3	10	87	T
28	<i>Vannes</i>	7	3	3	10	60	TT
29	<i>Yuniar</i>	9	1	3	10	87	T
Total Completed							22
Total Not Completed							7
Percentage Complete Classical							76%

Based on Table II. mastery learning achievement IB classes in the first cycle, the percentage of 76% so that they declared "incomplete" and still need improvement in order to study the IB class classical completeness achieve a minimum target of 80%

2. cycle II

Cycle 2 is carried out during the two meetings. Implementation of the second cycle is planned for May 7th and May 11th, 2018. In cycle 2 was carried out on learning the basic competencies that must be met are familiar symbols of Pancasila in the national "Garuda Pancasila". Indicators to be achieved that is mentioned matters related to the principles of Pancasila both symbols and sounds, correctly. While the learning objectives to be achieved is through listening to the video, students can identify the symbols and sound principles of Pancasila, and examples of its application in everyday life.

TABLE IV. OBSERVATIONS STUDENT MOTIVATION CYCLE II

No.	Aspects Observed	Score Observation I		Score Observation II		Tot
		O1	O2	O1	O2	
I.	<i>Initial activity</i>	22	23	23	23	91
II.	<i>Core activities</i>	60	61	62	63	246
III.	<i>The activities cover</i>	15	15	15	15	60
<i>Total score</i>		97	99	100	101	397
<i>maximum score</i>		112	112	112	112	448
<i>scores Akhr</i>		86.6	88.3	89.2	90.1	88.6

Note: Data is processed, researchers

Based on table IV obtained the final score of students' learning motivation on the second cycle of 88.6%. From the observation data in cycle II can be stated that the students' learning motivation in cycle II has improved to achieve very good category and meet the specified targets so it can be stated that the quantum teaching model with audiovisual media can improve students' learning motivation.

TABLE V. RESULTS OF STUDENT LEARNING CYCLE II

No	Nama	JB	JS	K - 1	N	Skor	Ket
1	<i>Inaya</i>	8	2	3	10	73	TT
2	<i>Alkausar</i>	9	1	3	10	87	T
3	<i>Dita</i>	9	1	3	10	87	T
4	<i>Bagas</i>	9	1	3	10	87	T
5	<i>Fathir</i>	10	0	3	10	100	T
6	<i>Fitri A</i>	9	1	3	10	87	T
7	<i>Guntur</i>	9	1	3	10	87	T
8	<i>Linda</i>	9	1	3	10	87	T
9	<i>Ilham</i>	10	0	3	10	100	T
10	<i>Zidane</i>	9	1	3	10	87	T
11	<i>Raffa</i>	7	3	3	10	60	T
12	<i>Zuan</i>	9	1	3	10	87	T
13	<i>Fadjar</i>	9	1	3	10	87	T
14	<i>Nur</i>	9	1	3	10	87	T
15	<i>Naura</i>	9	1	3	10	87	T
16	<i>Nicho</i>	9	1	3	10	87	T
17	<i>Putri</i>	10	0	3	10	100	T
18	<i>Rafka</i>	7	3	3	10	60	TT
19	<i>Raisya</i>	9	1	3	10	87	T
20	<i>Rindi</i>	9	1	3	10	87	T
21	<i>Riska</i>	9	1	3	10	87	T
22	<i>Risky</i>	9	1	3	10	87	T
23	<i>Risma</i>	9	1	3	10	87	T
24	<i>Rivaldi</i>	7	3	3	10	60	TT
25	<i>Safira</i>	9	1	3	10	87	T
26	<i>Sekar</i>	8	2	3	10	73	TT
27	<i>Vania</i>	9	1	3	10	87	T
28	<i>Vannes</i>	7	3	3	10	60	TT
29	<i>Yuniar</i>	9	1	3	10	87	T
Total Completed							24
Total Not Completed							5
Percentage Complete Classical							82,7 %

The indicator of success in the classical completeness is successful if the completion of classical learning at least 80% while the achievement of learning class IB on this cycle 2 percentage of 82.7%. Based on the 82.7% percentage of the classical completeness, classroom action research on the implementation of learning with the application of quantum teaching model with audiovisual media can improve students' motivation and learning outcomes. Increased motivation and student learning outcomes cycle I and cycle II through Quantum Teaching model with audiovisual media occur because student activity shows the characteristics of students who have the motivation to learn that increasing so that students' understanding in receiving learning materials the better.

The results of research in the form of improving motivation and student learning outcomes are supported also by several studies that are 1) Sulistyono, Dwi (2015). Implementation of Quantum Teaching Model With Audio Visual Media To Increase Subtheme Learning Outcomes Superb My Ideals In Fourth Grade Students Of SDN Kedungrejo Wonogiri. Based on his research there is the significant improvement of learning outcomes. The use of quantum teaching method with audiovisual media can increase student activity and the

result of learning so that can fulfill KKM even surpass. 2) Susanti, Rini and Purnomo, (2015). Improving the Quality of Science Learning Through Audiovisual Media Aided Quantum Teaching Model. The purpose of this research is to improve the quality of science learning in fourth-grade students of MI Al Iman Banaran by using Quantum Teaching model with audiovisual media. The result of the research proves that the application of quantum teaching model with audiovisual media can improve the quality of science learning in fourth-grade students of MI Al Iman Banaran. 3) Susanti, Rini and Purnomo, (2015). Improving the Quality of Science Learning Through Audiovisual Media Aided Quantum Teaching Model. The result of the research proves that the application of quantum teaching model with audiovisual media can improve the quality of science learning in fourth-grade students of MI Al Iman Banaran.

IV. CONCLUSION

Based on the results of the research application of learning model Quantum Teaching with audiovisual to improve motivation and student learning outcomes that have been conducted researchers in class IB SDN Klakahrejo I, it can be concluded several things as follows.

1. Model of learning Quantum Teaching with audiovisual media is best for improving motivation and student learning outcomes in the eyes of learning PPKn.

2. The application of Quantum Teaching model with audiovisual media on the subject matter to understand the symbol of Pancasila can prove to increase student's learning motivation. Student learning motivation has increased, starting from cycle I result of observation of student learning motivation get final score 77,4 with the good criterion, then cycle II result of teacher skill observation get final score 88,6 with criterion very good. These results indicate that student learning motivation is increasing and has been achieved.

3. Application through Quantum Teaching model with audiovisual media on KDP learning proven to improve student learning outcomes. Student learning outcomes have increased from cycle I with classical learning completeness 76% with good (22 of 29 students), cycle II with classical learning completeness 83% very good criteria (24 of 29 students). The results show that learning mastery indicators of at least 80% have been achieved in cycle II.

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