

## APPLICATION OF RECONNECTING METHODS TO IMPROVE INDONESIAN LEARNING OUTCOMES FOR CLASS II STUDENTSSD NEGERI 0511 BATANG TANGGAL JAE T.P 2020/2021

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***Abstract,** This research is motivated by the low learning outcomes of students in Indonesian subjects. The formulation of the problem in this study is how the application of the reconnecting method can improve the learning outcomes of Indonesian language subjects for Class II students of SD Negeri 0511 Batang Date Jae. As the subjects in this study, there were 24 students of class II SD Negeri 0511 Batang Date Jae. While the object of this research is to improve student learning outcomes through the reconnecting method. The place of this research is at SD Negeri 0511 Batang Date Jae, especially in class II. The successful application of the reconnecting method on Indonesian language subjects from before the action (pre-action), cycle I, and cycle II. Before the action, student learning outcomes only reached an average percentage of 41.67%, after the action in the first cycle increased to 70.83%, while the second cycle increased to 87.50%. This means that the success of students has reached the success indicators that have been set, which is above 75%. Thus, it can be concluded that through the reconnecting method, it can improve the learning outcomes of Indonesian Class II students SD Negeri 0511 Batang Tanggal Jae.*

***Keywords :** Learning outcomes, Reconnecting.*

### **I. INTRODUCTION**

Education is a conscious and planned element to realize learning as a process of actualizing student potential into a competency. The essence of learning activities in the educational process is learning. Learning is a business process carried out by a person to obtain a new change in behavior as a whole, as a result of his own experience in interaction with his environment (Slameto, 2013). This activity will be achieved if it is carried out actively, as Mulyasa stated that learning only occurs

when students actively experience themselves so that the final goal is achieved (Mulyasa, 2005).

One of the ultimate goals of learning is to improve student learning outcomes, while learning outcomes are the abilities obtained by students after going through learning activities (Abdurrahman, 2013). To achieve the objectives required an effective and efficient teaching and learning process. The teaching and learning process is a series of activities agreed upon by teacher-students to achieve optimal educational goals (Faturrahman, 2007). The

teaching and learning process contains a series of teacher activities on the basis of educative reciprocal relationships.

The interaction between teachers and students is the main way for the continuity of the teaching and learning process. The process of creating an environment can motivate students to enjoy learning and can increase student activity with the method applied.

Whether or not the learning objectives are achieved depends on the teaching and learning process itself. The learning process is said to be good if all the factors that influence the process support each other in order to achieve the goal. Many factors can affect student learning outcomes, one of which is learning strategies. Strategy is a plan on ways to utilize and use existing potential and facilities to increase effectiveness and efficiency (Slameto, 2005).

According to Mulyasa (2005) that "students will succeed if they try as much as possible with an efficient way of learning so as to enhance learning achievement (outcomes). Djamarah (2002) states that learning strategies play an important role in the learning process which in turn determines the quality of student learning.

Based on the opinion above, the writer can conclude that the learning process is said to be effective and efficient if a teacher is able to choose the right

learning strategy, so that all students are actively involved both mentally, physically and socially. This is in accordance with what Slameto (2005) said that "that efficient learning can be achieved if you can use the right learning strategies.

Based on the documentation or report cards at SD Negeri 0511 Batang Date Jae, especially in Indonesian subjects, there are still students who have not reached the KKM. Then the teacher has tried to improve student learning outcomes by doing remedial and group work, but there are still some students who have not reached the KKM. When the teacher gives examples of questions, students say they understand, but if they are given different questions on the same subject that the teacher has explained, students cannot solve them and the students' lack of mastery of the material being taught, this can be seen from the results of the daily tests carried out and mid-semester grades.

Based on the above symptoms, the learning carried out needs to be improved so that Indonesian language learning activities that are less interesting and seem boring in the eyes of students can be resolved, namely by choosing a more appropriate method. One surefire way to keep learning in mind is to allocate time to reviewing what has been learned. The material that has been discussed by students tends to be five times more embedded in the mind than the material that is not. That's because the

discussion allows students to rethink the information and find ways to store it in the brain (Melvin, 2006).

The reconnecting method is a learning model whose system is by reconnecting the previous subject matter with the subject matter to be studied. By recalling the previous material students will start the lesson more actively and greatly support the teaching and learning process and can improve learning outcomes (Melvin, 2006).

The formulation of the problem in this research is how the application of the reconnecting method can improve the learning outcomes of Indonesian language subjects for Class II Students of the State Elementary School 002 Rambah?. Meanwhile, the purpose of this study is to describe the application of the reconnecting method to improve Indonesian language learning outcomes for grade II students of the State Elementary School 002 Rambah.

The use of appropriate learning methods is one of the causes to improve student learning outcomes. So far, the learning strategies carried out in schools are conventional or the lecture method, meaning that students only listen to what the teacher explains is more dominant, while students are usually more passive. Learning methods should be selected and designed in such a way, so that more emphasis on student activities. In the learning process, students should be

required to actively construct their own knowledge and the teacher is only a facilitator.

The reconnecting method is one of the learning methods used in system education, this method reconnects the previous subject matter with the subject matter to be studied. By recalling the previous material students will start the lesson actively and greatly support the teaching and learning process and can improve student learning outcomes (Melvin, 2006).

This reconnecting learning method is closely related to active learning because it can be understood that active learning can optimize the use of all the potential possessed by students, so that students can achieve satisfactory learning outcomes according to their personal characteristics. In addition, active learning is also intended to keep the attention of students / students in order to stay focused on the learning process (Hartono, 2008)..

This reconnecting method is very good to be applied in schools because by reconnecting the lessons that are being studied with previous lessons because it can help students to better remember what they have learned (Melvin, 2006). One surefire way to keep a lesson stuck in mind is to allocate time to reviewing what was learned and reconnecting it. The material that has been discussed by students tends to be five times more attached to the mind than

material that is not repeated. This is because of reviewing or repeating the information and storing it in the brain (Melvin, 2006).

*Active learning (active learning) basically seeks to strengthen and expedite the stimulus and response of students in learning, so that the learning process becomes fun, not boring for them. By providing an active learning strategy (active learning) to students, it can help their memory (memory), so that it can be delivered to learning objectives successfully. This is less noticed in conventional learning.*

*According to Hartono (2008) in active learning (active learning) each new subject matter must be linked to existing lessons or knowledge and experience (reconnecting), new subject matter is actively provided with existing knowledge. So that students can learn actively, teachers need to create appropriate strategies, so that students have high learning motivation and can improve student learning outcomes themselves.*

In general, psychologists agree that learning is a change in behavior (Syah, 2010). This means that learning is the process of changing behavior as a whole. So by learning will bring something change to the individual who learns. Along with that, Witting defines learning as a change that involves all psycho-physical aspects of the organism (Syah, 2010), meaning that

change is not only related to the addition of knowledge, but also in the form of skills, skills, attitudes, character, and so on.

According to Bruner (in Slameto, 2013) learning is not to change one's behavior but to change the school curriculum in such a way that students can learn more and more easily. In general, psychologists agree to define that learning is essentially a change in all individual behavior that is relatively permanent as a result of experience and interaction with the environment that involves cognitive processes (Syah, 2010). Student learning outcomes are essentially changes in desired behavior in students. In a broad sense, behavior as a result of learning includes the areas of cognitive, affective, and psychomotor. In another sense, learning outcomes are the results obtained in the form of impressions that lead to changes in the individual (Djamarah, 2002).

Learning is a process or effort made by a person to acquire a new behavior as a whole as a result of his own experience in interaction with the environment. The ultimate goal of this research is to apply this reconnecting method to improve student learning outcomes, especially on the subject of addition and subtraction of various forms of fractions.

R. Gagne explained that learning consists of three important components, namely internal conditions, external

conditions and learning outcomes (Joko Susilo, 2007). 1) Internal Factors. Internal factors are factors that exist within the individual who learns (Joko Susilo, 2007). These internal factors include physiological, psychological and fatigue factors (Slameto, 2006). Physiological factors include physical conditions, especially the five senses, while aspects of psychological factors include intelligence, attitudes, attention, interests, talents, motives, maturity and preparation. 2) External Factors. External factors are factors that exist outside the individual. These external factors include social and non-social factors. Social factors include family, school and community factors. While non-social factors include buildings, student residences and others. 3) Learning Outcomes Approach Factors. Factor approach to learning outcomes is one way to support the effectiveness and efficiency in the learning process. Besides external factors and internal factors, the learning outcomes approach factors also affect the improvement of learning outcomes. In improving learning outcomes, the role of the teacher is very large because without the encouragement, enthusiasm and motivation of the teacher, it is unlikely that learning outcomes can be obtained optimally. Therefore, to improve learning outcomes, a teacher must be able to use a variety of learning strategies, so that students do not

feel bored and are able to attract students' attention.

One important aspect in reconnecting learning is that in addition to reconnecting learning, it can develop students' knowledge and can also make better relationships between students. It has been explained above, that reconnecting learning is a review strategy so that learning remains embedded in the mind. The material that has been discussed by students tends to be five times more embedded in the mind than material that is not repeated (Melvin, 2006).

This review strategy is one way to improve student learning outcomes, because it can help students recall what they have learned and test their current knowledge and abilities. This strategy can also help save the learning they have received.

One of the statements in Ausubel's theory is that the most important factors that influence learning are: what students already know (preliminary knowledge) must be linked to existing knowledge of students (reconnecting) so that knowledge is more meaningful and learning outcomes can be obtained optimally. and can improve learning outcomes. From the description above, it is clear that lessons that are always linked or linked back are one way to improve learning outcomes.

This strategy provides many opportunities for students to gain

knowledge in their own way, they may use the full existing facilities to understand, interpret and analyze and finally be able to make a formulation.

So it is clear that there is a relationship between the reconnecting learning method and student learning outcomes, because connecting or reconnecting lessons will provide a deeper understanding of a material.

## II. RESEARCH METHODS

This research was conducted in the even semester of 2020. This study consisted of 2 cycles. Each cycle is carried out in 2 meetings, this is intended so that students and teachers can adapt to the applied learning strategies. So that the results of classroom action research can be compressed in the next teaching and learning process. In order for this classroom action research to be successful without any obstacles that interfere with the smooth running of the research, the researcher arranges the stages that are passed in classroom action research, namely: lesson planning, action implementation, observation, and reflection. The four main steps above are often referred to as one cycle. If the first cycle has not been successful, it can be continued in the second cycle and so on.

The subjects of this study were the second grade students of SD Negeri 0511 Batang Date Jae, totaling 24 people. The object of this research is to improve student learning outcomes through the reconnecting method, especially on the subject of question words

## III. RESEARCH RESULTS AND DISCUSSION

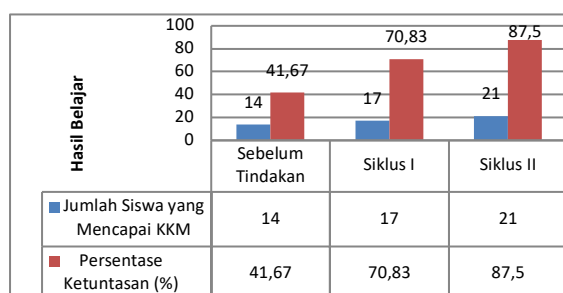
Student learning outcomes in the field of Indonesian studies in the first cycle only reached 70.83%, or student learning outcomes in the field of Indonesian studies were still classified as "Good", because 70.83% were in the range of 61% -80%. While in the second cycle it increased to 87.50% or student learning outcomes in the field of Indonesian language studies were classified as "Very High", because 87.9% were in the range of 81%-100%. For more details can be seen in the following recapitulation table:

Table 1. Recapitulation of Student Learning Outcomes Per Cycle

| Research result |       |         |       |          |       |
|-----------------|-------|---------|-------|----------|-------|
| Before Action   |       | Cycle I |       | Cycle II |       |
| Amount          | %     | Amount  | %     | Amount   | %     |
| 14              | 41,67 | 17      | 70,83 | 21       | 87,50 |

Furthermore, the comparison of the percentage of student learning outcomes in the field of Indonesian language studies

before the action, cycle I, and cycle II can be seen in the following histogram image:



Picture. 1 Histogram Comparison of Student Learning Outcomes Per Cycle

After looking at the recapitulation of student learning outcomes in the field of Indonesian language studies and the histogram image above, it can be seen that student success has reached the predetermined success indicator, which is above 75%. For this reason, researchers as well as teachers do not need to carry out the next cycle, because it is clear that student learning outcomes in the field of Indonesian language studies are obtained.

#### IV. CONCLUSION

From the analysis of the completeness of students' Indonesian learning outcomes, data obtained that there was an increase in learning outcomes before the reconnecting method was applied, cycle I, and cycle II. The reconnecting method can improve students' Indonesian learning outcomes in grade II SD Negeri 0511 Batang Date Jae Rambah by: 1) Providing lessons in a

gradual way. 2) Provide opportunities for students in advance to express ideas and concepts based on students' understanding and what is around students so that students are interested in learning. 3) Give examples of what students usually see, feel, and imagine. 4) Using interesting media to support learning. 5) Provide answers to questions posed by students so that feedback occurs between students and teachers. 6) Give the exercises gradually the level of understanding.

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