

IMPROVING IPS LEARNING OUTCOMES ABOUT CURRENCY
AND ITS USE THROUGH EXPERIMENTAL METHODS ON CLASS III
STUDENTS OF STATE 001 ELEMENTARY SCHOOL 001 KEPENUHAN
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Abstrak, This study aims to improve the learning outcomes of third grade elementary school students at State 001 Kepenuhan on the subject matter of Currency and Its Uses through the experimental method. This can be seen from the results of the final test of learning social studies subjects on currency material and its uses, from the number of third grade students as many as 23 students with a KKM of 70, only 10 students were able to reach the KKM while the 13 students had not reached the KKM, while only reaching the KKM. Class average. After reflecting on the results of the implementation of learning improvements, it turns out that the experimental method has advantages, namely that students are more enthusiastic in learning because students do themselves mention the names of currencies and their uses are known by themselves, and student learning outcomes are more improved than before.

Keyword: Concept, Experimental Method, Currency.

I. INTRODUCTION

The role of teachers in schools which is the spearhead of educational attainment in a formal educational institution is indispensable. Professional teachers really determine the success of students in the learning process at school. The success of teachers in carrying out the teaching and learning process in the classroom is influenced by several factors, such as facilities and

infrastructure, learning media, curriculum, learning methods and learning strategies.

Social Science subjects are very important subjects in elementary schools. Learning this subject is usually taught conventionally in almost every elementary school, with the classical lecture method so that it creates saturation in the learning environment, because students tend to listen and listen. In addition, students are less active when

asked questions, do not answer questions and do not understand well. the task he has to do. This incident caused a lack of student understanding of the teaching material. This can be seen from the average general test scores this year. Social studies subjects on Currency and Its Uses for the 2019/2020 school year were as many as students with a KKM of 70, only 7 students were able to achieve KKM while the 16 students have not reached the KKM. Based on the average score that students get, student learning outcomes have not met the minimum standard of completeness set by the government, which is 65.00

Seeing this fact, the author is responsible for improving social science learning through improved learning, so that the expected achievements can be achieved properly.

The formulation of the problem in this research is whether the experimental method can improve student learning outcomes in class III State Elementary School 001 Kepenuhan in social studies learning about currency and its uses?

The purpose of this n is to improve the learning outcomes of third grade students of SD Negeri 001 Kepenuhan on the subject matter of Currency and Its Uses through the experimental method.

II. METHOD

This research was conducted using a classroom action research method which lasted for two cycles. Each cycle consists of stages of implementation, observation and reflection

The research subjects were 23 students consisting of 11 male students and 12 female students. The source of data from this research is primary data obtained from research subjects.

The data needed in this study were obtained through observation of the processing of active learning methods in the Combined Lecture and Group Work model on subject matter, and exam questions.

The research procedure consisted of three cycles and the stages were Cycle I and Cycle II.

III. RESULT AND DISCUSSION

The implementation of this research consisted of three cycles, namely cycle 1 and cycle II.

a. Cycle I

In the learning process and experimentation in the first cycle of learning, there were already some students who understood the experimental activities carried out, collaborating with one another. But there were also students who did not pay attention to the teacher.

To overcome this the teacher tried to provide direction so that students understand activities carried out.

Table 1. The number of students who reach the KKM for each indicator in UH I

No	Indikator	Student Reaching KKM
1	Explaining The History Of Currency	7 siswa
2	Determine The Types Of Currencies	10 siswa

Based on the table above, the achievement of the daily test indicator I In indicator I, there are 7 students who have achieved the KKM. For indicator II, only 10 students reached the KKM out of a total of 23 students in class III at the State Elementary School 001 Fullness. This is because there are still students who have difficulty in explaining the history of currency.

b. Cycle II

In cycle II, based on the results of observations, it is known that the activities of teachers and students have been carried out according to the plan. From the observations made, it can be concluded that in general the activities of teachers and students are in accordance with what

is planned in the lesson plan and student worksheets.

Table 2. The Number Of Students Who Reach The KKM For Each Indicator In UH II.

No	Indikator	Student Reaching KKM
1	Explaining The History Of Currency	10 siswa
2	Determine The Types Of Currencies	10 siswa

The second daily test showed an increase in the achievement of KKM. As can be seen in Table 2 above, the first indicator of students who have reached the KKM is 10 students. For indicator 2 there are 10 students who reach the KKM and the total number of students is 23 people.

Based on the analysis of the data described above, it has been shown that the learning outcomes and student activities increased from cycle I and cycle II. The increase in the value obtained by students is supported by increased teacher activity in creating a more interesting learning atmosphere. The right method is in accordance with the learning objectives and learning needs of students.

The choice of experimental method in this research has a positive impact in order to improve the process and student learning outcomes. With this experimental method, students can interact with the teacher and do the tasks given by the teacher as an effort to improve learning outcomes even better. Through this experiment, students do not take for granted the amount of information they get but will try to manage their acquisition by comparing the stage of the facts they get in the experiments carried out. The experimental method can develop children's skills in mentioning the type of currency and being able to distinguish between currencies in Indonesia and abroad.

In student activities there are several advantages and disadvantages such as: at the first meeting, there are still many students who are confused in doing the LKS, so the teacher immediately guides the students to understand the purpose of the assignment.

Researchers assume that students are experiencing this learning for the first time. In doing it. However, they have experienced several meetings, precisely at the third meeting, students have started to get used to this learning. It can be seen from the decrease in the number of students who are confused in doing LKS.

IV. CONCLUSION

The use of the experimental method of currency and its uses can improve the learning outcomes of third graders at the State Elementary School 001 Fullness in social science lessons (IPS) in 2019/2020. With the learning outcomes obtained by students from pre-cycle to cycles I and II, it can be concluded that the hypotheses of the actions taken can improve student learning outcomes of State Elementary School 001 Fullness in the 2019/2020 school year.

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