

Promoting Elementary Students' Outcome in Social Science With PAIKEM Approach

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Abstract

This study aims to examine the influence PAIKEM approach to promote primary students' learning outcomes in social science. The method of this study is a quasi experiment and conducted by 30 students 3rd graders in elementary school. The results of this study primary students' learning outcomes after implementing paikem approach, the average score of student learning outcomes in the initial data is worth 63.67 while the first cycle is worth 70.67 and the average students' learning outcomes in the second cycle is worth 80.33. From the initial data to the first cycle increased by 7 points (10.99%) and from the beginning to the second cycle increased by an increase of 16.66 points (26.17%). To be concluded, implementing PAIKEM approach could effectively promote primary students' learning outcome in social science.

Keywords: PAIKEM approach, primary students' learning outcome, social science

1. INTRODUCTION

Education is the primary means of establishing and creating qualified human resources through education at home and through education in schools. The purpose of education is to develop the potential of learners to become human beings who believe and pious to God Almighty, noble, healthy, knowledgeable, creative, independent and become citizens of a democratic and responsible. Without education it would be difficult to print good quality human resources, which can determine the future of the nation itself. The primary level of education is elementary or basic education, where children begin to recognize a variety of knowledge, how to socialize and so forth.

One of the subjects taught that integrates the social life of the material reality of everyday life in society is social science. By social science in elementary school, students are expected to have knowledge and insight about basic concepts of social science, have sensitivity and awareness of social problems in their environment, and have skills to study and solve social problems. Thus, social science has a very important role that is to educate students to develop knowledge, attitudes, and skills in order to take part actively in life later as a member of society and good citizens, the citizens who are proud their environment. Based on the objective learning, teaching and learning process is not only limited to aspects of knowledge and skills but affective aspects in living

and being aware of life that is full of problems, challenges, obstacles, and competition. Therefore, social science learning should be given serious attention, especially in terms of improving the quality of social science learning.

In order to make this happen, the teacher in demand has a good ability to be able to stand in front of the class. Not only capable of mastering the material, the teacher must be able to choose a suitable learning model in their class and should be good at understanding the character of students and able to master the class. Thus, the teacher is able to apply the process of active learning, innovative, creative, effective and fun that will eventually generate interest and students motivation in learning. Successful teachers generate interest and motivation of students in learning will enable the increase of learning outcomes.

Education is an effort to bridge the present and the future related to the development of technology and information. In addition, "education is a process that enables students to actively develop their own potential that is done consciously and meaningfully to empower the potential and individual competence to be a quality human that lasts for life" (Djamar, 2002). Social science is a knowledge of all things related to society and human relationships with the environment and can help students in solving problems encountered so that will make it more understand and understand the social environment of the community (Solihatin, 2011; isjoni, *et al.*, 2017). Social science aims to develop the potential of learners to be

sensitive to social problems that occur in the community, have a positive mental attitude towards the improvement of all inequities that occur, and skills to solve problems that occur everyday both problems that befell himself or the community. Social science in elementary school aims to (1) recognize concepts related to the life of the community and its environment; (2) have basic skills for logical and critical thinking, curiosity, inquiry, problem solving, and skills in social life; (3) have commitment and awareness of social values and humanity; (4) have the ability to communicate, work together and compete in a pluralistic society, locally, nationally and globally.

Based on the learning objectives of social science, one of the decisive factors is the learning process of social studies. For that teachers should be able to create conditions of quality learning so that students are enjoy in social science learning.

But in fact, primary students' learning outcomes are low and students have low motivation. Based on the observation, it causes 1) teachers have not been able to create an interesting atmosphere by utilizing instructional media related to teaching materials. 2) Teachers only use the material on the book only, without linking the material to the student environment or other resources

From the above problems, one way to improve the above problems, researchers want to try to implement actions that can improve learning outcomes is by applying PAIKEM approach is one of the learning environment-friendly. This approach can involve students directly with a

variety of introductions to the environment. Thus during the learning process will invite students more active, innovative, creative, effective, and fun.

This study aims to examine the influence PAIKEM approach to promote primary students' learning outcomes in social science.

2. METHOD

This research was conducted by 3 elementary school students in Pekanbaru, 30 students, consisting of 17 male and 13 female. This study was conducted in 2 cycles with 4 meetings and at the end of the cycle there was a daily test. The type of research used in this research is classroom action research. Each learning activity is implemented by applying PAIKEM approach. Implementation of this research with two cycles, each cycle consists of: planning stage, implementation stage, observation stage, and reflection stage. Results of observation and reflection in the first cycle held improvement of the learning process in the second cycle.

The data obtained from this study is primary students' learning outcome in social science obtained through tests conducted at each end of the cycle. Instrument in this research consists syllabus, lesson plan, worksheet, and evaluation. Data Analysis Technique aims to observe the extent of achievement of minimum criteria.

a. Students' Learning Outcome Analysis

Calculate the improvement of student learning outcomes after applying the PAIKEM approach. Using

the formula as follows. Calculate individual learning outcome :

$$S = \frac{R}{N} \times 100$$

Note:

S : expected score

R : The number of scores answered is correct

N : maximum score

b. Classical students' learning outcome

Calculate classical students' learning outcome:

$$PK = \frac{ST}{N} \times 100\%$$

Note:

PK : Classical learning outcome

ST : Successful students

N : Total of students

c. Improved Learning Outcomes Analysis

To know the improvement of learning outcomes used quantitatively by the formula:

$$P = \text{Posrate} - \frac{\text{Baserate}}{\text{Baserate}} \times 100\%$$

Note:

P : Improvement percentage

Posrate : Score after action

Baserate : Score before action

3. RESULT AND DISCUSSION

a. Planning

At the planning stage, researchers have designed learning tools and data collection instruments. Learning consists of syllabus, Lesson Plans (RPP) for four meetings, Student Worksheet (LKS) for four meetings, and evaluation for four meetings. Lattice about daily test of cycle I and cycle II and sheet about daily test of cycle I

and cycle II. The key answers daily test questions of cycle I and cycle II, the basic score of students

b. Implementing

The implementation of this learning activity is based on RPP, LKS based on Syllabus, and learning steps with applying PAIKEM approach.

c. Reflecting

Reflection of this cycle aims to know the shortcomings that existed during the previous and next cycle

learning process. Then do the improvement on the next cycle.

d. Primary Students' Learning Outcome

The data analyzed in this study is the result of student learning in two cycles by applying PAIKEM approach. Based on student learning outcomes in first cycle and second cycle after applying PAIKEM approach seen mastery of individual and classical in table 2.

Tabel 2. Comparison Mastery of Student Learning Outcomes

No	Data	Students	Learning outcome		Classical
			Success (%)	Unsuccessful (%)	
1	Basic score	30	23.33	76.67	Unsuccessful
2	First cycle	30	50	50	Unsuccessful
3	Second cycle	30	83.33	16.67	Successful

From table 2. can be seen that from the basic score to first cycle and second cycle has increased, where the basic score of the total number of students who success only 23.33% and the number of students who are unsuccessful 76.67%. Then first cycle test the number of students successful increased to 50% and students who unsuccessful 50%. Furthermore, in second cycle test, the total number of students who success was 80.33% and students who unsuccessful 16.67%.

The average increase of student learning outcomes and the increase in the number of students who achieved the minimum score indicates that the application of PAIKEM approach can improve student learning outcomes in social science on third grade students.

Increased student learning outcomes from basic scores, first cycle test and second cycle test can be seen in table 3.

Tabel 3. Learning outcome improvement

Students	Basic score	First cycle	Second cycle
	Average score	Average score	Average score
30	63.67	70.67	80.33
	Average Value Difference	7 (10.99%)	16.66 (26,17%)

From table 3 it can be concluded that there is an increase of the basic score, the final repetition of cycle I, and

the final repetition of cycle II. Student learning outcomes before the action (basic score) with an average value of

63.67, then increased in cycle I after applying PAIKEM approach to 70.67. In cycle II then increased so that the average achieved is 80,33. Improvement in student learning outcomes from baseline score, end cycle I and final repetition of cycle II indicate that PAIKEM approach can improve students' IPS learning outcomes.

a. Discussion

The results of research based on the analysis of student learning outcomes in the first cycle and second cycle through implementation PAIKEM approach has improved learning outcomes. This is in accordance with the understanding social science learning outcomes are the knowledge that students have after social science learning process through PAIKEM approach which is expressed by the score or number obtained after given test. The learning outcomes are the abilities students have after receiving their learning experience.

Further improvement in learning outcomes can be seen from the acquisition of the average score of student learning outcomes in the initial data is worth 63.67 while the first cycle is worth 70.67 and the average students' learning outcomes in the second cycle is worth 80.33. From the initial data to the first cycle increased by 7 points (10.99%) and from the beginning to the second cycle increased by an increase of 16.66 points (26.17%).

Increased learning outcomes also affect individual students and learning abilities in two cycles. The improvement of the students' learning outcome in the first cycle is known to

be 15 (50%) success students and 15 (50%) unsuccessful students. In the second cycle of students who complete 25 (83.33%) of students and unsuccessful amounted to 5 (16.67%) of students. When compared with the first cycle, then on the second cycle of this number of students who completed individually increased as many as 10 students or with the difference in student percentage 33.33 points.

Based on the results of research showed that implementation PAIKEM approach has a positive effect on the learning process and student learning outcomes. Increased student learning outcomes occur because students are actively involved in the learning process. This is in the opinion of Piaget which states that "students must play an active role in learning in the classroom".

The important stages in this learning are giving students the opportunity to develop their skills and express their own ideas, in which case students' activeness in developing skills and expressing their own ideas allows students to discover new concepts / skills they did not possess and apply the concepts / skills they acquired is in everyday life. Let the students find meaning for themselves, allowing them to learn the concepts in the language they understand. At the time the teacher gives further lesson that is by giving the exercise, the student is expected to remember and better understand the lesson learned so that it can increase the learning result.

4. CONCLUSION AND RECOMENDATION

Based on the results data and classroom action research with the application of PAIKEM approach can be concluded, PAIKEM approach can improve elementary students' learning outcomes of in social science. The average score of student learning outcomes in the initial data is worth 63.67 while the first cycle is worth 70.67 and the average students' learning outcomes in the second cycle is worth 80.33. From the initial data to the first cycle increased by 7 points (10.99%) and from the beginning to the second cycle increased by an increase of 16.66 points (26.17%).

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