Development of Humor Learning: Learning Strategy Increasing Learning Result of Student Class IV Primary School

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Abstract

Learning by using learning strategies that have been adapted to the characteristics of teachers and students, of course have more value.This study aims to develop a humor based learning strategy that creates active learning, creative and fun, is the goal of the research undertaken. This research is RnD (*Research and Development*) which use 4- *D* development model (*Define, Design, Develope, and Disseminate*). However, this stage of research has not yet done the dissemination of learning device development outcomes. The research instruments are questionnaires of teacher and student needs, observation sheet, interview, validation sheet, teacher and student response questionnaire, and science learning result test . Product from research in the form of Learning Implementation Plan (RPP), learning module, and Student Worksheet (LKS). The result of the research shows that 1) learning tools that refer to humor based learning strategy include learning implementation plan, learning strategy, and LKS according to *expert judgment* in general are included in good category, 2) student and teacher response to learning based on humor based learning strategy generally show senan g to the learning process using a new strategy of learning based on humor and has never been used before, and tersikrik with performance LKS learning, and 3) Strategy learning based humor is effectively used in distance learning in space. From the results of these studies, it can be concluded that the development of learning strategies based on humor, practical, and effective.

Keywords: Learning strategy based on humor, Science learning outcomes

1. INTRODUCTION

The world of education has grown rapidly along with the changes age, education modern equipped with state-of-the-art technological facilities and learning methods in space the classes also vary. But along with the development of the world of education, the educator usually only focus on the subject matter that must be pursued and focus on the learning strategies that sometimes making students bored on classroom.

With the development of the world of education, there is one thing left out of the educator when the classroom teaching and learning is the strategy of teaching with humor. Strategy with humor is sometimes forgotten by the educator so that students feel bored at room class. Bored is a very dangerous disease,

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including in learning. If the disease tired of attacking a person, then he suffered tremendously. People who are attacked bored disease most of its organs become unproductive. In fact, otakpun will not want are compromised to think and process information. As soon as the dangers of this bored disease strike the students in the classroom therefore the teacher must expel the boredom with a humor strategy that can cure the boredom.

From the phenomenon of low learning outcomes of science subjects of grade IV students SDN Bedahan 3 BedahanSawanganDepok through pre-survey results and see syllabus and RPP there is no visible relationship between teacher with students that is emotional and students feel bored in room class. From the results of the pre-survey conducted one solution of the problem by using a humor strategy in the process of learning science in elementary school.

With Lessons using humor in the classroom more effective in teaching and learning, on the one hand the subject matter quickly captured by the students and on the one hand the other students do not get bored in the classroom. Se how Cooper and Sawat (1998) stated that the humor of a teacher encourages children to be always cheerful and happy and will not get bored or tired quickly. Later staton (1978) also supports the principle that stories that are considered important or the ability to take advantage of opportunities the right one for insert humor wisely throughout the giving lessons, will encourage students not to tire of it follow the lesson. The need for a teacher to have a cheerful nature is also put forward by Lighart (1951),

he states: "a teacher should have laughterand likes to give chances to laugh to his students. That is, laughter is the nature of the teacher who is expected. In fact, teachers are expected to create a cheerful atmosphere inside class , so it can give students the opportunity to laugh together at the right time.

In the book "Fun Learning Strategy With Humor"; by Darmansyah (2014), conducted research on how students' perceptions of teachers inserted humor in learning. The results revealed that the teacher they loved it was teachers who have sense of humor high. The findings of this study certainly have implications for the learning process, both from the side of the teacher as well as from students themselves. That is, the teacher should pay very close attention to what is liked by students in learning and students will benefit if the factors directly related to the quality of teacher interaction can be mutually met between the two. Based on the results of these studies revealed that humor is required in learning. Students please humor, because it can help break the ice in a class that sometimes they have experienced in the time relatively long can be taken some conclusions as follows: First: humor as attention-grabbing students. The proper insertion of humor from a person teachers , can better direct the focus of students on the subject matter. Second : humor helps reduce boredom in learning. According to the results of this humor research can eliminate boredom in the lesson. Third: humor helps to melt tension in class. In the opinion of the expert that a humorous teacher can enter into all mental situations

students. So that allows a teacher to improvise with humor. Teachers can solve the atmosphere tense it by bringing up the humor at the moment possible Fourth: humor helps to overcome physical fatigue and mental in learning. fifth: humor to facilitate communication and interaction.

The importance of this humor strategy is deep teaching andlearning so that students do not feel bored receiving class materials in the classroom, may teachers in Indonesia, implement a humor strategy while implementing the learning process because the teacher is more favored by humorous students than the teachers who are smart but boring in the classroom.

2. METHOD

The research conducted is RnD (Research andDevelopment). RnD is a research process that examines the needs of users and then develops products to meet those needs (Millis, Gay, &Airasian, 2012). This research is focused on the development of humor based learning strategythat produces le arning products in the form of learning implementation plan , module, and LKS.

The position and number of samples in this study were used at the product testing stage (Sugiyono, 2016: 131). sample of this research is class student in class IV SDN Bedahan 3 Sawangan City Depok amount to 39 student. The study was conducted in the academic year of 2017/2018.

This research development model adapted Thiagarajan development model known as 4-D model (Define, Design, Develope, Disseminate). AccordingThiagarajan (Sugiyono, 2016;) define stage done analysis of the needs of teachers and students who dilaksanan with observation, interviews, and questionnaire dissemination so determined what should be developed in research. Design stage is designed to design learning tools tailored to humor-based learning strategies include learning implementation plans , learning modules, and LKS. Develope stages have been produced in the form of a draft that validated the experts followed by the test of practicality and effectiveness. For the disserminate phase hasnotbeenimplemented in this study due to the limited resources available.
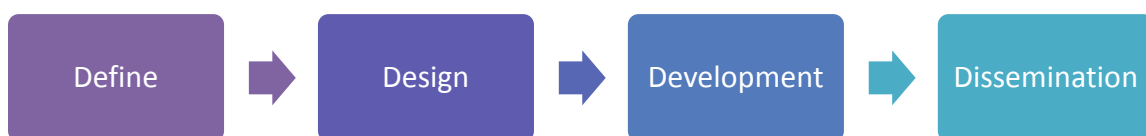

Figure 1. Steps of Development Research According Thiagrajan (Sugiyono, 2016)

The research data was collected through validation (expert validation and validation of practitioners), interviews, observation, documentation, questionnaires, and tests assisted by research instruments to obtain data so that the learning tools developed were valid, practical, and effective.

Furthermore,research conducted data analysis with data analysis techniques as follows. 1)learningdevice validation, 2) teacher activity, 3) student activity, 4) teacher response analysis, 5) student response analysis, and 6) analysis of result test result. (Budiyono, 2015) that content validity can determine the validity of the measured instrument, if the sample has been representative of the entire contents of the instrument. According to Kartikasari, Rusdi, &Asyhar, 2016, the model review can be reviewed from four aspects, namely the suggestions and improvements of the instructional design experts, improvement suggestions from the learning practitioner, the special impacts to the learning practitioner, and the conduciveconditions that support the successful use of the learning model. However, due to limitations, the authors use only suggestions and improvements from experts and learning practitioners. Expert judgment validate with several revisions so that the resulting product feasible and appropriate and validation of practitioners dilakuka n by two science teachers who teach in grade IV SDN Bedahan 3 SawanganDepok City.

After the product has been declared valid based on the validator, the researcher can continue the research by conducting the experiment on the research sample that is the student in the fourth grade of SDN Bedahan 3 SawanganDepok. From the results of these trials, it can be known thatthe development of learning strategies is to attract students' interest and be effective. Interestingly, the product can be known from the student's response and the teacher's response to assess the product of the humor-based learning strategy, as well as based on the observation sheet of the implementation of the classroom learning. This is also in accordance with (Siswanto, Susantini, &Jatmiko, 2016). Meanwhile, to know the effectiveness of the product, conducted analysis of learning completeness that can be known from the results of the test results of learning.

InRnD research, conducted quantitative and qualitative research.Validation results (experts and practitioners), questionnaires, and achievement tests are used to meet quantitative data. Quantitative scores are converted to qualitative data to determine product criteria.

Table 1. Success Criteria

Value	Definition
4	Very good
3 - 3.9	Good
2 - 2.9	Pretty good
1 - 1.9	Not good

To obtain a valid learning strtegy, validator validation is generally required in goodcategory.While learning strategy

is said to be practical, if 75% teacher response and student response menunjuukan positive response. Then, the learning tool is said to be effective

if the humor-based learning strategy produces a better average than the standardized learning method used in the school.

3. RESULT AND DISCUSSION
a. Define Stage

Learning strategy that refers to humor based learning strategydeveloped based on preliminary study result of requirement analysis.According to (Wijayanti&Sungkono, 20 17) that thedevelopment of a humor-basedlearningstrategy is appropriate because it adapts to the characteristics of teachers in teaching and students in learning, the development of humor-based learning strategies is very appropriate to meet the curriculum of 2013 in the form of lesson plans, and LKS are not yet available. Development of learning tools is expected to assist in meeting the objectives of the Curriculum 2013.

b. Design Stage

Preparation of the design of learning tools that refers to humor-based learning strategiesincludelearning implementationplans,learning modules, and LKS, where researchers have adjusted to the competencies (KI & KD) on the subjects of Natural Science (IPA) class VCurriculum 2013. At this stage conducted reference collection in the form of materials and images both through the internet and books penunjun IPA subjects. Selection of the format is also done with a variety of considerations so that the learning device is drawn draw draft in conceptand content. The design of learning tools is called Draft I.

c. Develop Stage

At this stage, Draft I learning tools are developed and evaluated until they can be tested. Learning tools are developed as follows.
1) Lesson Plans (RPP)

The RPP is developed according to the Curriculum 2013 system. In the lesson steps are focused on a humor - based learning strategyplanned to with using a variety of learning resources that allow the shaking of laughter to laugh at the participants.

Teacher can alsousing:cartoon pictures, funny short stories, caricatures, movies cartoon, a funny statement . The RPP is organized for threemeetings. Thespecialcharacteristics oflearningusinglearningstrategies based on humor for the following core activities.
a) Teachers provide a problem related to daily life, then students are given a stimulus by giving problems through the media or visual aids*(visual).*
b) Teachers free the students to try to construct the thinking process of studentstodevelophypotheses *(intelle ctual).*
c) Teachers facilitate students to discuss in groups to find solutions to problems through by utilizing the media around students *(somatic and visual).*
d) Furthermore, students are asked to present the findings of each group and condition the students to learn to speak, hear, express opinions, resulting in good communication (auditory).
e) The teacher conducts confirmation activities and enriches the material related to daily life so that students

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are used to independently find creative steps in problem solving.

2) Learning Module

The learning module is divided into two, namely teacher guidance module and student handling module. The teacher guidance module developed includesa glimpse of IPA learning materials with reference tohumor-based learning strategies, details of learning activities (teachers and students), and test of learning outcomes along with key answers. The student grip module developed contains introductory words, IPA material descriptions, activities to be performed by students, and test of learning outcomes.

3) Student Worksheet (LKS)

LKS is developed based on the material in the learning module and adapted to the situation and condition of the learning process. LKS is developed by containing school identity, subject identity, class/ semester, subject matter, time allocation, indicator, workmanship of LKS, and worksheet. The developed LKS are used to find the concept of IPA by using a humor based learningstrategy, arranged as simple aspossible according to the characteristics of the development of students' abilities, the

problems in the LKS are related to the context of dailylife. Intheimplementation,the work result of students in the LKS is assessed by the teacher to see the process in the learning done by the students. LKS was developed for three meetings.

After learning in the form of learning implementation plan, learning module, and LKS developed, then performed expert validation to expert judgment and validation practitioners to fifth grade science teacher. Validation is done by using validation sheet, ie: RPP validation sheet, learning module validation sheet, LKS validation sheet to assess Draft I which have been prepared, also using interview validation sheets, teacher's response questionnaire validation sheets, student's response questionnaire validation sheets, validation sheet test learning outcomes. The overall learning plan is said to be valid if the average meets the minimum category of "Good". The overall learning module is valid if the average meets the minimum category of "Good". LKS as a whole is said to be valid if the average meets the minimum category "Good". The result of the expert validator and practitioner validator validation against the validity of the implementation plan of learning , learning module, and LKS can be seen in table 2 below.

Table 2. Summary The results of the validity analysis of instructional devices

Validator	RPP		Module		LKS	
	Average	Category	Average	Category	Average	Category
Expert 1	3.35	Very good	3.33	Very good	3.21	Very good
Expert 2	3.24	Good	3.32	Good	3.17	Good
Practitioner 1	4.25	Pretty good	3.72	Pretty good	3.54	Pretty good
Practitioner 2	3.01	Not good	3.66	Not good	3.50	Not good
Average	3.46	Good	3.51	Good	3.35	Good

The practitioner's alidator was 3.46 with the "Good" category, the scoring score on the learning module was 3.51 with the "Good" catagory, and the LKS score was 3.35 indicating the "Good" category. Therefore, the product of instructional device development in the form of learning implementation plan , module, and LKS is valid according to validator assessment.

Furthermore, the analysis of the practicality of learning tools. The result of the teacher's response, the student's response, and the observation result of the learning activity contribute so that the learning device shows the criteria of practicality. The teacher's response was obtained from four Natural Science teachers who were teaching V SDN Bedahan 3 Bedahan Sawangan Depok, students' responses were obtained from grade V students of SDN Bedahan 3 Bedahan Sawangan Depok, and observations were conducted by observers on the implementation of learning. A summary of teacher's assessments of lesson plans, learning modules and LKS can be seen in table 3 below.

Table 3. Summary of Teachers' Response to Learning Devices

Validator	Assessment Score		
	RPP	Module	LKS
Teacher 1	3 , 30	3 , 21	3 , 32
Teacher 2	3 , 40	3 , 32	3 , 29
Teacher 3	3 , 34	3 , 18	3 , 33
Teacher 4	3 , 33	3 , 42	3 , 37
Average	3 , 34	3 , 28	3 , 33

Table 3 shows that the average score of RPP scores given by the teachers of Natural Sciences is 3.34 with the category of "Good", the average score of the learning module is 3.28 with the category "Good", and the average score of LKS is 3.33 with the category "Good".

Then, observations conducted by the observer include the implementation of learning activities (teachers and students) can be seen in table 5 below.

Table 4. Summary of Learning Observation Results

To-	Observation Values Score		
	Teacher	Student	Average
I	7,819	7,728	7,774
II	8,210	8,272	8,241
III	8,298	8,303	8,301
Average	8,109	8,101	8,105

Table 4 shows that the mean score for observation of teacher activity activity is 8,109 indicating teacher activity in "Good" catagory and in accordance with the activity guideline. Then, for the average scoring score for observation of student activity implementation is 8,101 which shows student activity on "Good" cattle and according to activity guideline. Based on teacher assessments, student ratings, and observations, product development tools point to the criteria of practicality.

In the final step , the effectiveness test is performed . Test the effectiveness of the learning product using t-test based on test result.Effectiveness test using SPSS-22. Based on data analysis, there is a significant difference between the learning result using the humor based learning strategy and the standard learning in the school. This can be seen from the independence test that shows the results of significance less than alpha (= 0.000 <α = 5%).

Viewed from the strategy average humor-based learning is 75 and the average conventional strategy is 67, meaning learning by referring to the stratation of humor-based learning produces ahigher average thanconventionallearning. Therefore, a humor-based learning strategy is an effective learning strategy .

4. CONCLUSIONS AND RECOMMENDATION

Based on data analysis from the research conducted, it is concluded that the
development of humor based learning s trategy isvalid, practical,
andeffective.The learning strategyis said to be valid because the prevalence level and the learning strategy show the mean of 3.31. Learning strategiesare said to be practical because teacher responses and student responses show positive responses. Learning strategies are said to be effective, because humor-based learning strategies have a better effect than conventional models.

Therefore, the results of the research that has been developed should be applied to other Natural Science materials . In order for more valid, practical and effective research, it should be tested to other schools in the broader test. Furthermore, the role of teachers is necessary for the realization of an optimal humor-based learning strategy , and teachers are expected to be more creative in provoking student answers to improve the deficiencies in LKS.

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