

**PENGARUH BAHAN AJAR BIKIN DONGENG YUK! TERHADAP HASIL BELAJAR SISWA KELAS V PADA PEMBELAJARAN BAHASA INDONESIA DI SEKOLAH DASAR**

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**ABSTRACT**

The research entitled the influence of teaching materials makes doneng! towards the learning outcomes of elementary school students. This research is motivated by the low student learning outcomes in Indonesian language learning, especially the material of story elements and the lack of teaching materials about language learning in elementary schools. The use of existing language teaching materials still cannot maximize learning due to the lack of interesting teaching materials. The purpose of this study was to improve the learning outcomes of SDN Anggrawati I, Maja Subdistrict, Majalengka Regency and SDN Sukaraja I, Sukaraja District, Sukabumi Regency. The use of the method in this study is pre-experimental with one group pretest posttest design which aims to determine the effect of teaching materials to make fairy tales!. The instrument used in this study is the observation sheet in the form of a checklist with the indicators are the intrinsic elements of the story. The results of the study were an increase in the learning outcomes of elementary school students, especially in the material elements of the story.

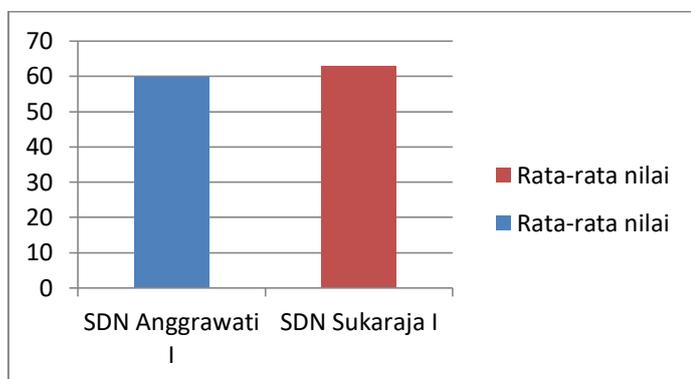
Keyword: teaching materials to make fairy tales!, learning outcomes

**INTRODUCTION**

Reading is a very important skill in the world of education, because through reading humans will have a lot of knowledge that can be useful in everyday life. Therefore, reading skills must be taught from an early age so that when adult reading becomes a habit and a need. besides this, the current level of interest in reading Indonesian citizens is very worrying because it is bustling under other neighboring countries. this is in line with what was stated by Amiranti (Kompas: 2017) that the reading interest of the Indonesian people, especially children, is still very low. Data from the United Nations Educational, Scientific, and Cultural Organization (UNESCO) shows that the percentage of Indonesian children's reading interest is only 0.01 percent. That is, from 10,000 children, only one person likes reading.

This happened because of several factors such as the lack of children's reading books, lack of comfortable reading places, technological developments such as the number of games on the gadget and other factors. if there is no effort to minimize this, the student's reading interest will be lower and the quality of knowledge of human resources (HR) will be low.

In addition to these problems, the results of learning Indonesian in grade V of SDN Anggrawati I and SDN Sukaraja I are still low, seen from the daily test scores of the elements of the story. This is illustrated in the graph below.



Grafik 1. Average value of learning outcomes

One of the efforts that can be done to minimize the problem of reading interest is to train children to read starting early in schools such as providing story-based teaching materials and so on. Therefore, in this study as a step to overcome these problems, research was carried out by applying fairytale-based teaching materials to improve student learning outcomes regarding the elements of the story. Teaching materials used are teaching materials in which there are several stories and exercises to understand intrinsic elements and practice making stories. The teaching material is entitled to make a fairy tale!

### **Teaching material is entitled to make a fairy tale!**

Teaching materials make fairy tales Yuk! is a teaching material in the form of student worksheets (LKS) in which there is an exercise in understanding stories, understanding the elements of stories, and learning to make stories. These teaching materials are made interesting with stories that are easy to understand and the stories in this LKS vary.

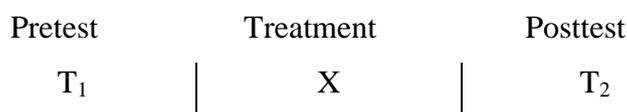
### **Student learning outcomes**

Learning outcomes are saying that student learning outcomes are behavioral changes such as changes in cognitive aspects (knowledge), affective aspects (attitudes), and psychomotor aspects (skills) (Sudjana, 2001). Bloom (Sudjana, 2011), divide learning outcomes into three areas: 1) the cognitive domain includes the intellectual ability to know the environment consisting of six kinds of capabilities such as knowledge, comprehension, application, analysis, synthesis and assessment, 2) the affective domain includes the abilities of emotional such, awareness, participation, appreciation of values, organization of values, and characterization of values, and 3) psychomotor domains include motor skills and

coordinating movements consisting of reflex movements, basic movements, perceptual abilities, physical abilities, trained movements, and non-discursive communication.

## METHODS

This research was conducted in class V SDN Anggrawati I Kec. Maja district. Majalengka and SDN Sukaraja 1 Kec. Sukaraja Kab. Sukabumi. The total research subjects were 53 consisting of 23 students of SDN Anggrawati I and 30 students of SDN Sukaraja. The method used in this study was pre-experiment with the research design of one group pretest-posttest. Soegeng dalam Rahayu dan Nugraha (2018) Pre-experimental research with the design of one group pretest-posttest is a study using minimal control and the design of the image is as follows.



Gambar 1. *one group pretest-posttest design*

Soegeng Rahayu dan Nugraha (2018) explain that steps *one group pretest-posttest design* is as follows.

1. Perform the pretest (T<sub>1</sub>) to measure the average score obtained by students before students get treatment by using teaching materials. Make a fairy tale !.
2. Give treatment (X) in this study is the application of teaching materials Make a fairy tale! in an effort to improve student learning outcomes in the material elements of the story.
3. Conduct the posttest (T<sub>2</sub>) to measure the average score obtained after carrying out learning by using teaching materials Make a fairy tale !.
4. Comparing T<sub>1</sub> with T<sub>2</sub> to see whether there are differences in student learning outcomes in the material elements of the story before being treated with after being given treatment.
5. Conduct appropriate statistical tests to see significant differences.
6. Provide interpretation or meaning of the results of the study.

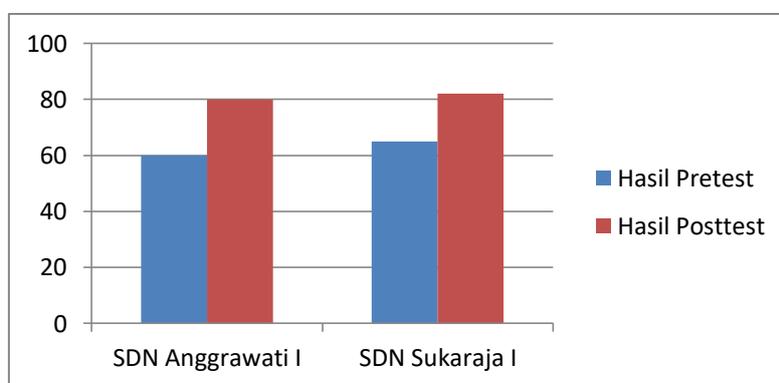
Data collection techniques carried out in this study used a test instrument in the form of a short number of statements as many as 10 statements to see student learning outcomes in the material elements of the story. Before the instrument is used the instrument is tested to the experts so that the instruments used are really in accordance with the needs and can answer the problem statements objectively so that a valid result is obtained. The pretest and posttest data obtained were tested by the stage of analyzing the results of the pretest, posttest and N-

gain student learning outcomes which were then statistically processed to see the difference in skills before being given treatment and after being given treatment in the form of learning using doneng teaching materials !.

## RESULTS AND DISCUSSION

### RESULTS

The results of this study are that student learning outcomes in the material of intrinsic elements of the story experienced a significant increase after learning to use teaching materials to make fairy tales !. The increase in learning outcomes can be seen in the graph below.



Grafik 2. Average value of learning outcomes

From the graph above, the learning outcomes of students at SDN Anggrawati I at the pretest were 60 while the Indonesian Language KKM was in class V of SDN Anggrawati I which was 70. After learning using teaching materials, make a fairy tale! the average value of learning outcomes in the material intrinsic elements of the story increased to 80. In SDN Sukaraja 1 the average value of learning outcomes in the material intrinsic elements of the story is 65 while the Indonesian Language KKM in class V SDN Sukaraja I is 70. After learning, use teaching materials to make a fairy tale! the average student learning outcomes in the material intrinsik elements of the story to be 82. Judging from the explanation it can be concluded that learning uses teaching materials yuk! can improve the learning outcomes of fifth grade students of SDN Anggrawati I and SDN Sukaraja I on the intrinsic elements of the story.

### DISCUSSION

Learning in class V of SDN Anggrawati I and SDN Sukaraja I were held twice. Based on the results of research at SDN Anggrawati I, the average learning outcomes have increased after learning has been used using teaching materials to make fairy tales! but in the

implementation there are interesting findings such as in the first meeting students have not been compact when working on LKS there are some students in each group not working on LKS, this is because students are still not accustomed to learning to use group learning with LKS (Latane, William and Harkins , 1979). While the second meeting in the class had begun to be compact in the implementation of learning especially when working on LKS.

Based on the results of the research at SDN Sukaraja I, the average learning outcomes have increased after learning using teaching materials to make a fairy tale! but in its implementation interesting findings were found such as when working on LKS especially in making the story there were several students in each group who wrote stories using Sundanese, this is because the habit of students using regional languages when learning and there are some students who are confused with some Indonesian words Chaer and Leoni (1995). Whereas at the meeting the two findings began to be overcome and there was a change towards a better one.

## **CONCLUSION**

Learning uses teaching materials to make fairy tales! can improve learning outcomes of fifth grade students SDN Anggrawati I and SDN Sukaraja 1 on the material intrinsic elements of students.

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