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Use of thematic game methods and smart media boards to improve cognitive skills in class II in SDN Watutumou ii Kecamatan Kalawat

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Abstract

In this study focused on cognitive aspects because it emphasizes quantitative assessment. But in the learning process do not ignore the affective and psychomotor aspects. In instructional effects, we want to find an increase in students' cognitive abilities, whereas as a nutrition effect, that is as a by-product or effect of accompaniment, there are affective and psychomechanical aspects. Because this study is an increase in cognitive abilities with a minimum completeness barometer criteria that uses quantitative measurement of values, this study focuses on cognitive aspects. The Minimum Completion Criteria (KKM) is 70% while the results of the Middle Semester (PTS) Assessment are low or under the KKM. Learning is still teacher-centered which should be student-centered. In addition, the teacher does not use the right methods and media. The lack of understanding of a teacher has an impact on students' low cognitive abilities, therefore researchers conduct classroom action research. In an instructional effect, there is an increase in students' cognitive abilities, whereas as a nutrition effect, namely as a by-product or effect of accompaniment, students are able to think critically, creatively, have a disciplined attitude, and are able to cooperate. Data obtained in the pre-cycle average value of students is 53%, the value of the first cycle is 66%, meaning that the increase that occurs from pre-cycle to cycle I is 9%. KKM has not been reached, then it will continue in the second cycle, and the result increases 76%. That is, the increase in cycle I to cycle II is 10%, and students have completed. Thus, it is expected that the teacher who will teach on the theme of *playing in my environment*, the *sub-theme* of *play in the learning environment* 3, can use thematic play methods and smart board media.

Keywords: thematic game method, media smart board, cognitive ability

Introduction

Education should be a decisive aspect of building this nation, therefore changes in the perspective of the nation are needed in the world of education. Teaching and learning activities will be more passionate and fun if you grow motivation. Real action needs to be taken to reorganize the existing education system with a better new concept. With the new paradigm, the learning system will be shifted into learning that can be based on cognitive and constructive theory. Learning will focus on developing intellectual abilities that take place socially and culturally, encouraging students to develop their own understanding and knowledge in social contexts, and learning begins with initial knowledge and cultural perspectives.

Permendikbud No. 24 of 2016 concerning core competencies and basic competency in 2013 curriculum. A teacher must be creative in carrying out learning so that students become active and creative, which in the end will be an understanding for students of the material they are learning so that the process standards expected by the government can be achieved. Conditioning the class well is one of the preparations to achieve the learning goals. (Kelvin S 2012: 24,93) argues that class conditioning refers to knowledge where a behavior that originally follows an event is asked to follow other different events. Psychologists often refer to each "event" in this definition with a stimulus, and refer to behavior that accompanies it with the term response. Piaget's developmental theory was qualified as a theory of cognitive knowledge. More important in cognitive

theory is the process of internal thinking that accompanies the expected performance. According to Endang W. W (2018) Thematic learning is integrated learning between several subjects that are linked into one through basic competencies, then mapped into a theme so that it can be taught together. Thematic learning provides opportunities for teachers to more freely implement their creativity by paying attention to context. According to (Moh Yamin 2012) ¹⁴ in contextual learning, a learning program is a plan of class activities designed by educators, containing a step-by-step scenario of what is done with the children in relation to the topic to be studied. In the program, reflected learning objectives, media to achieve these objectives, learning materials, learning steps, and authentic assessment.

The Minimum Completion Criteria (KKM) is 70% while the results of the Middle Semester (PTS) Assessment are low or under the KKM. Learning is still teacher-centered which should be student-centered, so students get new experiences in learning. In addition, the teacher does not use them ¹¹ play methods and smart board media. The success of the learning process depends on the teacher's understanding of the thematic learning itself. A teacher's lack of understanding has an impact on students' low cognitive abilities. The presence of thematic game methods and smart board media can help teachers improve students' cognitive. In accordance with learning in the ⁸ 2013 curriculum that in research consists of 3 (three) aspects, namely cognitive (knowledge), affective (attitude), and psychomotor (skills). In the assessment of attitude aspects is a description of the

description of spiritual attitudes and social attitudes. Students are declared competent in certain jobs when they have knowledge, skills and attitudes. In this study focused on cognitive aspects because it emphasizes quantitative assessment. But in the learning process do not ignore the affective and psychomotor aspects. In instructional effects, we want to find an increase in students' cognitive abilities, whereas as a nutrition effect, that is as a by-product or effect of accompaniment, there are affective and psychomechanical aspects. Assessment of affective and psychomotor in the form of instruments that have been prepared by researchers used in the stages of action. Meanwhile, the cognitive aspect is an assessment that uses quantitative values to measure students' cognitive abilities. Because this study is an increase in cognitive abilities with a minimum completeness barometer criterion that uses measurement of values quantitatively, this study focuses on cognitive aspects.

Based on the background of the problem, the limitation of the problem that will be examined is the Use of Smart Thematic and Media Game Methods to Improve Cognitive Ability in the Theme of Playing in My Environment Play Subtema in the Home Environment of Class II Students at Watutumou II Elementary School in Kec. Kalawat North Minahasa Regency. The research problem formulation is how to improve the cognitive abilities of students on the theme Play in my environment, the sub-theme plays in the home environment through the use of thematic and media board methods of smart class II students at Watutumou II Elementary School in Kec. Kalawat North Minahasa Regency. The purpose of this study was to improve the cognitive abilities of students on the theme Play in my environment, sub-themes playing in the home environment through the use of thematic and smart board media game of class II students at Watutumou II Elementary School, Kec. Kalawat North Minahasa Regency.

5 Method

The research method used in this study is Classroom Action Research (CAR) which refers to Kemmis and McTaggart (in Heris Hendriana & M. Afrilianto, 2017), carried out through 2 cycles and in each cycle consisting of 4 stages: Planning, Implementation, Observation, and Reflection. This action research is intentionally carried out to answer the gap between hope and reality. In order to improve the cognitive abilities of class II students. This planning phase begins with preparation for action planning. Determine the method and media used. In general, Nunuk S. Achmad S, Aditin P (2018) said that media can be understood as an intermediary of information originating from the source of information to be received by the recipient. Conducting learning plans in accordance with the theme of playing in my environment is the sub-theme of playing in the home environment. Prepare the Learning Implementation Plan (RPP), learning steps, research instruments, student worksheets, evaluation format, observation guidelines. The implementation of the actions is: The teacher delivers the themes, sub-themes, and learning that will be learned. The teacher conveys the learning objectives, and gives instructions on thematic and smart board games. Students and teachers sing together "here happy there happy" by paying attention to the dynamics. Sign means sung loudly, soft singing sign. Each student gets a piece of reading sheet. Students get a conversation sheet, then answer the question

behind the conversation sheet. Students collaborate heterogeneously (ability, gender, and ethnicity), each group consists of 4 members according to the picture on the reading piece. Arrange reading pieces in the order of numbers. Students find words in bold. Look for letters in the secret box and place them in the letters table. Activities divide tasks; a) shift the smart board, b) observe and take notes. Students write what they see on a smart board. Students answer repeated sums of 2-digit numbers. Students sing songs here happy there happy, and do yells. Independently students answer questions on the Student Worksheet given by the teacher. Next, the teacher checks the students' answers. At the stage of observation / observation carried out together when learning takes place. The researcher collaborated with colleagues as observers. Observer observes class activities, towards students concerning; 1). Student participation follows the learning process well; 2). Do the task well; 3). Active student involvement in responding to the presentation of learning; 4). Students' interest and enthusiasm in following the learning process; 5). Cooperate with group members properly. Observation / observation activities are carried out by class I teacher colleagues. At this stage, data analysis has been obtained in cycle I. The results of existing data analysis are used to evaluate the results to be achieved. The stages of reflection are based on the results of observations about important things that occur in learning. The cause of students' failure to master the material until the presentation is at least 70%, or the teacher's mistake in directing learning and other possibilities that arise at that time. The results of the first cycle of reflection stage will be the basis for improvement in the second cycle. This research subject is class II Watutumou II Elementary School, amounting to 20 students consisting of 13 male and 7 female. Data collection techniques in classroom action research are as follows:

- 1. Data Type:** Teacher: Data on teacher's ability to use thematic play methods and smart board media in the form of instruments.
Student: Data on students' ability to use thematic play methods and smart board media in the form of instruments.
- 2. Data Sources:** Grade II students at Watutumou II Elementary School, Kec. Kalawat Kab. North Minahasa with 20 students.
- 3. Data Collection Techniques:** In data collection techniques are divided into two types of data, namely quantitative and qualitative data.

a) Quantitative data

Quantitative data comes from the results of student learning test scores on the theme of playing in my environment, the sub-theme plays in the home environment. And to collect test score data, student assessment sheets are used.

b) Qualitative data

Qualitative data are non-test data from observations of teacher and student activities. To collect non-test data, it is done by: (1) through direct observation using observation sheets of teacher and student activities. Observations are carried out from the beginning of the learning activities until the end of learning activities, (2) field notes to record every teacher / student action / activity, both positive and negative, and what events affect the implementation of actions in classroom learning, (3) documentation in the form of

recordings and photographs during the learning activities take place, and (4) interviews with students and teachers in the class.

Results and Discussion

Some of the problems found in Watutumou II Elementary School make learning outcomes on the theme of **playing in my sub-theme playing in the home environment** of class II students of the past semester very low. This can be seen from the pre cycle data of only 5 students who completed or approximately 25% of 20 students. The lowest value obtained is 45 while the highest value is 70, meaning there are 75% who have not reached the KKM (minimum completeness criteria) where the value is 70.

Table: Results of the Level of Cognitis Ability of Pre-Cycle Students

No. Aspects of Achievement%

1. Average achieved 53%
2. The lowest value is 45% (category 1)
3. The highest score of 70% (category 2)
4. students complete 5 (category 3)
5. students don't complete 15 (category 4)

Observer and researcher reflect on learning outcomes with the following results

- a. Learning carried out by the teacher is not maximal.
- b. Teachers pay less attention to student activities while studying.
- c. The results of the students' cognitive abilities as a whole are still not maximal, where only 11 students from 20 students who meet the Minimum Completion Criteria of 70%, while 9 students from 20 students score below KKM. Need attention more so than the teacher, so that students' cognitive abilities increase.

In accordance with observations made at Watutumou II Public Elementary School, especially Class II, the number of students is 20 students. This observation was conducted to find out how to improve students' cognitive abilities on the theme being taught is **playing in my environment**, the **sub-theme is playing in the home learning environment** 3.

In the planning stage the researcher examines the subject matter based on 2013 Curriculum, plans how to take action, chooses thematic play methods and smart board media by paying attention to the KKM of 70%, preparing lesson plans, determining the game method, determining smart board media, preparing classes, preparing learning resources, make worksheets, make an observation format of the activities of teachers and students, make evaluation evaluations, prepare a research sheet for improving cognitive abilities of students, write questions as many as 10 numbers of cognitive levels C1 to C3. Early Stage 15 Minutes: The teacher gives greetings, then one of the students in charge leads singing the Indonesia Raya song. The teacher reinforces the importance of the attitude of Nationalism. Followed by prayer, then asking for news and students reply with yells. The teacher checks the attendance, carries out routine activities, apperception and motivates

students. The teacher and students sing the song "here is happy there happy", in order to develop students' memory. Furthermore, the teacher warns of good and bad sitting methods while studying. Followed by students preparing writing instruments. Core Activity Stage (120 Minutes): The teacher conveys the competencies to be achieved. Competencies to be achieved are: conveying topics related to themes, sub-themes and learning to be achieved, as well as learning objectives. Presenting material as an introduction. At the beginning of learning, students and teachers sing the song "here happy there and there" taking into account strong pressure and weak pressure. Previously, the teacher gave an explanation about the strong and weak pressure on the song. Students jointly sing songs based on the teacher's direction. Students form heterogeneous groups. The group formed is 5 (five) groups and consists of 5 members. Students can democratically choose group leaders in creative ways students in each group. The group's initial activity is observing. Observing Activities: Students in the group observe an image and read on the conversation sheet next to the picture. The conversation sheet describes the characteristics and uses of images, then 4 (four) images of solid objects on a smart board. Then the group writes the name of the object. The group resolves the multiplication problem, on the number found in the four solid objects. Students discuss with their peers to solve questions related to the multiplication concept. Students explain the concept of multiplication as a recurrent addition. Practice Activity: Students individually get LKS. Students individually complete practice questions about addition and multiplication. Closing Activity: Students are able to present their learning outcomes today. The teacher provides reinforcement and conclusions. Students are given the opportunity to speak / ask questions and add information from other students. Singing one of the regional songs to foster a sense of nationalism, unity and tolerance. Greetings and prayers were lead by one of the students.

Table letters are observed for only each group Table of letters is observed for each student Students find 4 to 5 letters Students find 6 to 8 letters Students do multiplication 2 (two) Students do multiplication 3 (three) Based on the data on the results of the study, this discussion is a thematic game method and smart board media giving an increase in students' cognitive abilities on the theme of playing in my playing sub-theme in learning environment 3 in the first cycle, then experiencing a significant increase in cycle II. On the worksheet the student researchers mapped the questions according to the level of cognitive level, namely 2 questions C3. The results obtained which can be explained in this discussion are that in the Pre-cycle students who are capable of C1 have 11 students, who are able to C2 there are 4 students, while those who are capable of up to C3 are only 5 students. In Cycle I students did not experience difficulties in C1, but students who were able in the C2 realm were 9 students, who were able to C3 11 students. The next action was continued in the second cycle and it was seen that 20 students had been able to the C3 domain. In the distribution of the question scores, divided according to the level of difficulty of the answer. The following table lists the value of scores on the student worksheet.

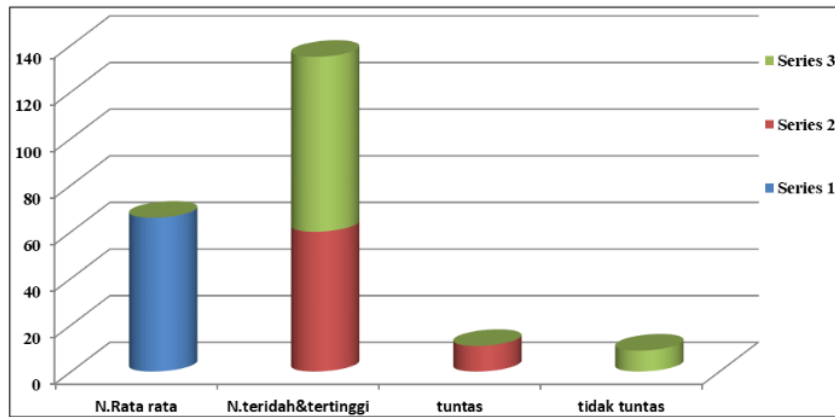


Fig 1: Graph of achievement of cognitive skills of students in cycles

Thus, it is expected that the teacher who will teach on the theme of play in my environment is playing sub-themes in

learning environment 3, can use thematic play methods and smart board media.

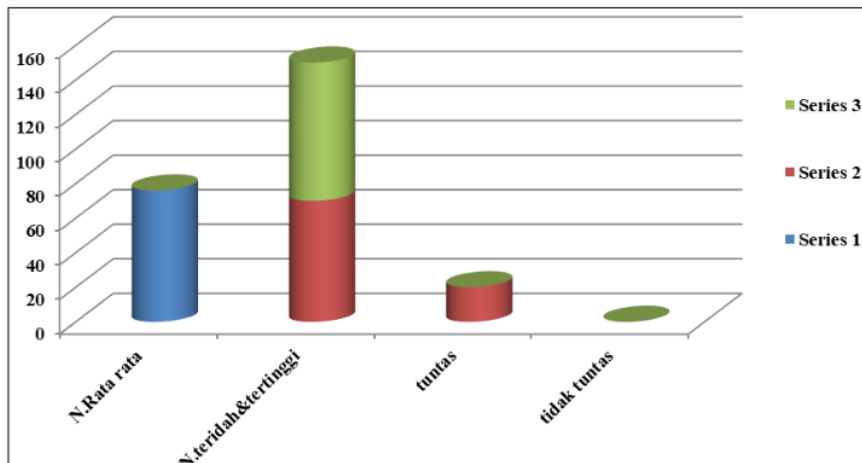


Fig 2: Graph of achievement of cognitive ability of students in cycle II



Fig 3: Photo of classroom action research documentation, thematic game method and smart board media

Conclusion

After conducting research and implementation of learning systematically, it is also measured according to the learning design. In an instructional effect, there is an increase in students' cognitive abilities, whereas as a nutrition effect, namely as a by-product or effect of accompaniment, students are able to think critically, creatively, have a

disciplined attitude, and are able to work together. In this study also obtained data in the Pre Cycle of 53%, cycle I was 66%. KKM has not yet been reached, then it is continued in the second cycle, and the result is 76%. That is, students have succeeded in the theme of playing in my environment playing sub-themes in the learning environment 3. Then the conclusion of this study is the use of thematic play methods and smart board media can improve students' cognitive abilities on the theme Play in my environment sub-play playing in the home environment of students class II at Watutumou II Elementary School, Kec. Kalawat.

Suggestion

Based on the background of the problems described earlier and the real data and evidence of this study until the conclusions are obtained, the researcher suggests that teachers who want to do the theme learning play in my playing sub-theme in the learning environment 3 can use thematic game methods and smart board media because they are able creating effective, creative, fun, meaningful

learning, and can improve students' cognitive abilities and provide life skills to children.

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