
**USE OF MODULE IN LEARNING GUIDELINESTO IMPROVE STUDENT
LEARNING OUTCOMES**

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Abstrak

Penelitian ini bertujuan untuk mengetahui peningkatan hasil belajar siswa di kelas tiga sekolah dasar dalam penggunaan modul bimbingan belajar di SDN IV Tanggung di Kabupaten Tulungagung. Desain penelitian menggunakan penelitian tindakan kelas yang terdiri dari dua siklus. Setiap siklus terdiri dari 4 tahap, yaitu tahap perencanaan, implementasi, observasi, dan refleksi. Subjek penelitian ini adalah siswa kelas III yang berjumlah 42 siswa di SDN IV Tanggung. Data tentang penggunaan Modul diambil dari observasi dan wawancara. Data dianalisis menggunakan analisis deskriptif kualitatif. Hasil penelitian ini menggunakan modul ni menunjukkan bahwa dapat meningkatkan hasil belajar siswa. Sebelum menggunakan modul hasil belajar siswa menunjukkan persentase 50% pada siklus I dan Pada Siklus II mencapai 71,69 %. Berdasarkan pengamatan selama pelaksanaan tindakan pada siklus I dan siklus II ditemukan hasil menunjukkan peningkatan dalam beberapa aspek yang ditentukan dalam penelitian ini.

Abstract

This study aims to determine the improvement of students' learning outcomes in the third grade of elementary school in the use of modules on tutoring in SDN IV Tanggung in Tulungagung District. The study design uses a classroom action research consisting of two cycles. Each siklus consists of 4 stages, namely the stage of planning, implementation, observation, and reflection. The subjects of this study are class III students who numbered 42 students in SDN IV Tanggung. Data on the use of Module taken from the observation and interview. The data have been analyzed using qualitative descriptive analysis. The results of this study using module ni indicate that can improve student learning outcomes. Before using student learning result module shows percentage 50% in cycles I and At Cycle II reach 71,69%%. Based on the observations during the implementation of the action on the cycle I and cycle II found the results showed an increase in some aspects specified in this study.

1. Introduction

Education plays a major role in nation building. Education not only changes the perspective and knowledge, but also develops a noble attitude as a human. The aim of national education is to develop the potential of students to become faithful and fearful people to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (National Education System Law No.20 Year 2003) The quality of education is the responsibility of all stakeholders engaged in education. There are many ways that can be taken to improve the quality of teaching in schools. The role of related parties is needed to optimize the achievement of the goals that have been built. The low quality of education will be a chronic problem due to the level of quality of education has not reached expectations. So that the quality of education can be used as a reference in achieving a desired quality of education. Therefore, quality learning outcomes can be achieved through a quality learning process. If the learning process is not well designed and systematic, optimal learning outcomes are very difficult to materialize. Many problems occur when the learning process is not maximal but results in a high score, it will make the learning outcomes false. This indicates that problems arise from learning processes that are less optimal and directed according to the planned learning plan.

Optimization of the learning process can be done through tutoring activities for students. The presence of tutoring is expected to help students to develop their potential, achieve academic demands, and psychological demands in achieving the desired learning outcomes. The role of tutoring here is as a way to facilitate students and provide assistance from teaching teachers to improve the quality of the teaching process which creates a conducive atmosphere according to the potential so that students can overcome learning difficulties, so that the learning achievement gained can be maximized.

The meaning of tutoring specifically as an effort or program helps optimize student

development. This tutoring is provided through the help of problem solving faced, as well as encouragement for the development of the potential of students. Guidance can be interpreted as an effort to provide assistance to students in order to achieve more optimal development (Nana Syaodih Sukmadinata: 2005) and According to (Syamsu Yusuf and Juntika Nurihsan 2005). Meanwhile, according to Rochman Natawidjaja in his book (Syamsu Yusuf: 2005) Guidance can be interpreted as a process of giving assistance to individuals who are carried out continuously so that the individual can understand themselves, so that they are able to direct themselves and can act naturally in accordance with the demands and circumstances of the school environment, family, society and life in general. Based on the opinions of some experts above it can be concluded that tutoring is assistance provided to students to achieve optimal development, solve learning problems, and can direct themselves to act naturally with the demands of the school environment which is carried out continuously. Guidance is a continuous process so that assistance is given systematically, planning, continuously and directed to specific goals. Thus guidance activities are not activities that are carried out by chance, incidentally, at any time unintentionally or careless activities.

The curriculum that has been designed by the government in the implementation of education and teaching is said that the school is a place to educate and teach and the implementation of the learning process that has been determined in the community. But many people still think that formal education is still felt to be less effective in developing the material learned by students compared to tutoring. So that tutoring is considered more effective and productive in the development of learning material or a measurable learning system. This can be seen in the delivery of the material on tutoring more practical and more advanced one step ahead compared to the learning material provided in school, using teaching methods that are interesting, easy to understand, practical, and considered to provide the right solution. In the process of teaching systems in schools are considered to

be hardened, rigid, and formality. In essence, even though the schooling system is still considered important, the mindset has begun to be realistic, namely not solely relying on schooling systems to serve a variety of educational needs that are increasingly blooming and diverse. The main function of tutoring is to assist students in personal and social issues related to education and teaching or placement and also to be an intermediary of students in relation to teachers and administrative staff. Learning in tutoring usually uses a module that aims to facilitate the delivery of material to students.

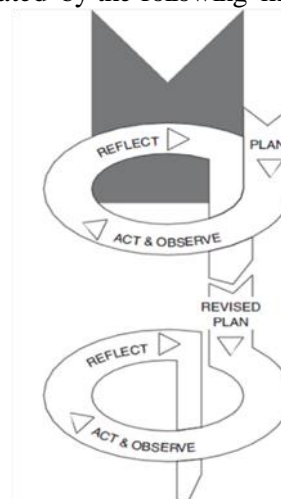
Modules are tools or means of learning that contain material, methods, strategies, limitations of learning material, instructions for learning activities, exercises, and ways to evaluate that are arranged systematically and interestingly to achieve the expected competencies and can be used alone (Hamdani: 2017). Organizing learning material consists of three stages of the thinking process, namely the formation of concepts, interpretation of concepts and application of principles. These strategies play an important role in designing learning. Its usefulness can make students more interested in learning which can automatically improve learning outcomes (Herawati: 2013). From some of the opinions above, it can be concluded that the understanding of the module is one form of printed teaching material that is structured and systematically designed to assist the learning process, can be used independently by the learning participants because the module is equipped with instructions for self-study. In this case, students can do their own learning activities without the presence of the teacher directly.

The use of modules in tutoring is expected to help students to better find their potential, help solve learning difficulties, develop understanding abilities. Modules on tutoring are arranged in a practical and systematic manner, so students can use their own modules to understand the material being taught, practice questions, and evaluate their own abilities so as to achieve the expected learning outcomes.

2. Methodology

This type of research is classroom action research (classroom action research). Classroom Action Research (CAR) is a study conducted by a particular teacher or person in the classroom with the aim of improving teacher performance, so that student learning activities become increased which also has an impact on student learning outcomes. Kemmis et al. (2014) argued that classroom action research is a qualitative interpretive inquiry and data collection by teachers that aims to make an assessment of ways and techniques to improve the teacher's own teaching practices.

The next step is to improve student learning outcomes after product trials, namely conducting Classroom Action Research. The procedure of this study according to Kemmis, et al. (2014) includes planning, implementing, observing and reflecting activities. The design of this study is illustrated by the following model.



(Adapted: Kemmis et al., 2014)

Figure 1. Classroom Spiral Kemmis & Taggart Model Action Research Design

At this planning stage, the researcher includes; (a) compile a Learning Implementation Plan whose steps are taken from the developed teacher's book, (b) compile an authentic assessment instrument.

The implementation of this action is adjusted to the learning steps that have been compiled in the teacher's book. These steps will be applied so that it is known to increase student learning outcomes after using

teaching materials. During the learning process all students use textbooks that have been developed.

Observations in this study were carried out during the implementation of learning aimed at knowing student activities while using textbooks. Student activities observed included discipline, accuracy, honesty, responsibility, and accuracy in gathering assignments. This observation is to get the value of student activity during the learning process.

The last cycle phase, the researcher reflects on the implementation of learning actions. Reflection is carried out by looking at the results of observation and evaluation according to the learning objectives that have been designed. Researchers evaluate learning activities and see student learning outcomes after using textbook products. Criteria for success of contextual-based textbook products to improve student learning outcomes include (1) the effectiveness of textbook products used in learning, (2) student activities in learning classified as *altif*, (3) student learning outcomes reach $\geq 80\%$.. After seeing 3 criteria the decision can be made to stop in cycle 1 or continue to the next cycle.

The subjects of this study were Class III students of SDN IV Tanggung in Tulungagung Regency consisting of Class 42 Students. Student value data is obtained from pre-cycle and post-cycle values. The ability of students is very heterogeneous, this can be seen from student learning outcomes and interviews with teachers in the classroom.

Data analysis techniques used in this study are qualitative descriptive data analysis techniques. Verbal data collected when the research will be analyzed by researchers. Data collected includes data from observations, interviews, and student learning outcomes. Observations were made to obtain student activity data while using textbooks, while interviews were to obtain information about students' understanding using textbooks.

3. Results

This Action Research was carried out on 4 - 16 September 2017 which was carried out

in two classes, namely classes 3 A and 3B totaling 42. Each cycle consisted of 2 meetings which included 2 meetings for the learning process and 1 meeting for the final cycle test.

Learning Outcomes in cycle I about the use of modules used in learning shows the successful use of tutoring modules by 42% or above the success criteria is $\leq 80\%$. Students easily understand the material contained in the module, this shows if students are very motivated and active while using textbooks that have been developed.

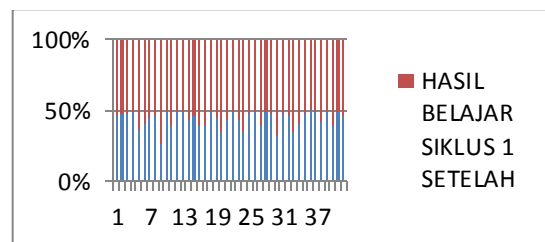


Figure 2. Learning Outcomes of Cycle I

Based on the results of the analysis in cycle I shows that the criteria determined as the basis for the success rate of teaching materials, above the percentage determined by the researcher and the use of modules can improve student learning outcomes.

In cycle II it can be seen that student learning outcomes, namely 32 out of 42 students get grades $> 80\%$ or 71.69% of the total

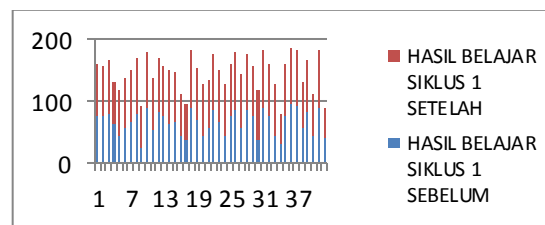


Figure 3. Cycle II Learning Outcomes

Learning outcomes from cycle II show that the use of tutoring modules can improve student learning outcomes. Based on observations during the implementation of the action in the first cycle and second cycle found the results of the study showed an increase in several aspects set out in this study.

The results of the action research in cycle I experienced an increase in learning outcomes, before the use of student learning tutoring module was 39% to 50%, while in the second cycle the previous learning outcomes were 50% to 71.69%. This shows that the use of modules in tutoring can improve student learning outcomes.

4. Discussion

Learning using modules for third grade elementary school students in learning guidance aims to improve student learning outcomes. The increase seen when students use the module on learning guidance includes (1) improving students' understanding of the material, (2) printing independent learners, (3) solving learning difficulties, (4) responsibility for completing tasks, (5) developing self-potential (5) able to adapt to academic demands, and (6) increase student learning outcomes using modules.

Increase understanding of student material, can be seen from the process and end of learning. After using the module in tutoring students are easier to understand and review the contents of the material in the module. Printing independent learners is an effort to facilitate students. When students learn by themselves without the help of adults, students are able to absorb the content and content of the material contained in the teaching material. Solving the learning difficulties meant here is students who initially felt scared and lacked confidence in participating in learning, because they felt the material learned was difficult. So the use of modules here to facilitate students in solving learning difficulties. Responsibility in completing assignments, students work on all tasks given by the teacher. This shows that when the teacher gives the student worksheets, all questions are answered by the students and all tasks are completed properly. Developing self-competence is as a place for students to know the interests, talents, and potential that is found in students. So that after students are able to know the potential of themselves, each develops the potential of the series to become a competent figure. Being able to adapt to academic demands, students can put themselves as students. This

is intended to make students aware as a role and also the obligation of the students themselves to learn and obtain the values that have been determined in the curriculum. Student learning outcomes before and after using different modules. Before using the value module students are below average. However, when students use the module, the majority of student grades increase and above the predetermined criteria.

Fulfillment to the seven aspects that are the basis for the achievement of predetermined learning competencies that the modules used can improve student learning outcomes. The module is able to solve problems that occur in the field to the needs of modules and tutoring that are able to work together to improve the ability to think, active and solve problems of student learning difficulties. The use of modules in tutoring will facilitate the teacher in managing the learning process. The learning module is one of the learning materials that can be utilized by students independently. A good module must be arranged systematically, interestingly and clearly. Modules can be used whenever and wherever according to the needs of students. Anwar (2010) states that the characteristics of learning modules are as follows: (1) Self instructional, Students are able to self-learning, not dependent on others, (2) Self contained, All learning material from one unit of competence learned is contained in one module intact, (3) Stand alone, the module developed does not depend on other media or does not have to be used together with other media, (4) Adaptive, the Module should have high adaptive power to the development of science and technology, (5) User friendly, The module should also meet friendly / familiar with the user, (6) consistency, consistency in the use of fonts, spaces, and layout.

5. Conclusion

This research is the application of the use of modules in Tutoring in order to improve the learning outcomes of third grade elementary school students. Before the first cycle student learning outcomes showed a percentage of 39%, so it can be concluded that learning outcomes are said to be

incomplete. Based on the results of observations and interviews that have been conducted shows that when students use teaching materials from the government students find it difficult to understand the material contained in the teaching material because the material contained in the teaching material of the government is very broad, so many students get learning outcomes students below the prescribed standard.

The use of modules in tutoring can improve student learning outcomes. This shows that researchers only use II cycles, there has been an increase in learning outcomes, where student learning outcomes reach 50% and in the second cycle student learning outcomes are 71.69%. This shows that success in using modules in learning in tutoring, so that the value of students in schools is increasing

Based on the results of the research, discussion, and conclusions, some suggestions can be submitted as follows. (1) Modules on tutoring can help improve the value of student learning outcomes, (2) it is expected that there will be similar studies that use Modules that are tailored to the needs of students and applied to a wider scope not only in one school.

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