

Increasing Student Learning Outcomes on Indonesian Language Subjects with Learning Direct Instruction with the Help of Google Classroom

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Abstract: The subjects of Pancasila Education and Citizenship are compulsory subjects at the school level, especially in upper secondary schools. For that, students must have the completeness of learning in each of the basic competencies available. The purpose of this research is to improve student learning outcomes in Indonesian subjects by applying the direct instruction learning model with the help of Google Classroom. This research is a Class Action Research with a subject of 34 students. Research instruments use test questions, interview guidelines, and observation guidelines. Data collection techniques using test, observation, and interview methods. This research data is validated with theory and data triangulation techniques. Data analysis techniques use comparative descriptive techniques. The results of the research show that there is an increase in student learning outcomes from pre-action activities to cycle II. The increase in learning outcomes can be seen from the percentage of classical completion and the percentage of success. The conclusion of this research is that the student's learning results in each cycle have improved and as many as 75% of students have obtained a score above 70 (KKM in Bahasa Indonesia).

Keywords: Direct Instruction, Google Classroom, learning Outcomes, Indonesian language Subjects.

1. Introduction

Indonesian language subjects are mandatory subjects at school level, especially at high school. This is reinforced that Indonesian is a mandatory subject in the curriculum which must be included in every type, path and level of education (UU no. 20 article 37 paragraph 1) with the aim of developing the individual potential of Kudus Indonesian citizens (Ministry of National Education, 2005) and building participation quality and responsibility (Winataputra & Budiansyah 2012) so that it becomes a leading sector in developing student character (Dianti, 2014; Darmuki Hariyadi, 2019; Ahsin, et. al., 2020; Arukah, et. al., 2020; Arukah, et. al., 2020; Dewanti, et. al., 2020), tolerance, solidarity and courage (Birz ea, 2000).

Indonesian language learning competencies include attitudes, knowledge and skills competencies (Lubis & Sodeli, 2018). These three components include students' critical thinking, reflective, analytical, responsibility skills (Rismayani, et al., 2013; Fathurohman, et. al., 2020; Fathurohman, 2020; Kara, et. al., 2020), as well as having a constitutional commitment (Tolib & Nuryadi, 2017). Attitude assessment is important as a form of implementing character education (Rattu, 2017; Septaningsih, et. al., 2020; Pumaningtyas, et. al., 2020; Pumaningtyas, et. al., 2020).

Attitude assessment includes participation, observation, written tests, performance, questionnaires and oral tests (Permendikbud no. 49 of 2014). Knowledge competency is a measuring tool to determine students' memory/memorization, understanding, application, analysis, synthesis and evaluation (Kunandar, 2013) and is able to measure six aspects of student knowledge based on Bloom's taxonomy (Maulani, et al., 2020).

Indonesian language skills or often referred to as civic skills are divided into participation skills and intellectual skills (Al Muctar, 2000). Participation skills can be realized through interaction and communication on political issues

(Wijaya, 2018). Intellectual skills can be realized in the form of exhibition activities and creating project assignments resulting from learning (Wijaya, 2020).

Learning Indonesian can take the form of 1) looking for references from various sources, 2) studying and reading, 3) discussion, 4) presentation, 5) responding, 6) solving cases/problems, 7) observation, 8) simulation, 9) demonstration, and 10) providing examples (Cholisin, 2011) to strengthen national character and identity in accordance with the spirit of Bhinneka Tunggal Ika and Pancasila (Brata, Mahatmaharti, Istianingrum, Hasanudin, & Hadi, 2020).

Structure of References (Theoretical Study)

The steps for implementing the direct instruction or direct learning model are 1) the goal delivery phase (orientation), 2) the demonstration phase (presentation), 3) the guided practice phase, 4) the phase of checking student understanding and providing feedback, and 5) independent training phase (Shoimin, 2014). Bruce, Weil, and Calhoun (2009) added that the syntax of the direct learning model consists of five phases, namely, 1) orientation, presentation, guided practice, and independent practice.

The advantages of the direct instruction learning model or direct learning are 1) it can convey a lot of material in a short time, 2) it can emphasize important material, 3) it does not make students stressed/stressed, 4) it provides indirect information, 5) it can provide challenges (Sudrajat in Anori, Putra, and Asrizal, 2013).

Suprpto's (2016) research results show that direct learning can increase students' understanding and activity in legal material, can improve learning achievement (Sekar, 2020), can improve student learning outcomes (Sudirah, 2020) and giving assignments via email in direct learning has an effect on student learning outcomes (Ahmad and Yunus, 2014).

The direct learning model has weaknesses. These weaknesses include 1) not serving the differences of students, 2) emphasizing one-way communication, 3) control for student understanding is very limited (Sanjaya, 2007; Darmuki et al., 2017; Darmuki & Hidayati, 2019), 4) takes time relatively long, 5) the success of implementing this method is limited by the teacher's ability (Sulisnayanti, 2009).

The weaknesses in the direct learning model above also have an impact when the teacher will design the learning model that will be used to teach Indonesian language subjects in class XII MIPA 1 SMA Negeri 2 Kudus, especially on the material on Protection and Law Enforcement in Indonesia. Apart from that, another very crucial obstacle is the Covid-19 pandemic. These two conditions require teachers to create a learning innovation that remains based on the direct learning model.

The research results of Hasanudin, Supriyanto, and Pristiwati (2020) explain that the Google Classroom LMS which is elaborated with the flipped classroom learning model can foster student self-development. This research is important to carry out considering that the material on Protection and Law Enforcement in Indonesia is very useful for class XII MIPA 1 SMA Negeri 2 Kudus students so that students must really have high learning outcomes in participating in the lesson. Therefore, to accommodate this, researchers want to apply direct instruction learning assisted by Google Classroom.

2. Research Methodology

This research is classified as Classroom Action Research (PTK). PTK is implemented by implementing various innovations to improve the quality and productivity of the learning process (Sanjaya, 2016) whose results can be directly applied by the community (Arikunto, 2012). This research was conducted in the odd semester of the 2020/2021 academic year in class XII MIPA 1 SMA Negeri 2 Kudus with 34 research subjects consisting of 15 male students and 19 female students. The instruments in this research used test questions, observation guidelines, interview guidelines. The test questions were used by researchers to measure the increase in student learning outcomes regarding the material on Protection and Law Enforcement in Indonesia, the interview guide was used by researchers to validate the learning outcomes tests during the lesson. Observation guidelines are used by researchers to observe students' activities during the learning process. This research data was collected using test, observation and interview methods. The test method is used to measure the improvement in learning outcomes of class XII MIPA 1 SMA Negeri 2 Kudus students in answering questions that include 25 Competency Achievement Indicators (GPA). The test used in this research was multiple choice questions. The test is first consulted by the validator. The validator appointed was another Indonesian language teacher at SMAN 2 Kudus. The steps taken by researchers in collecting data through the test method are 1) compiling a grid, 2) creating questions, 3) validating the questions, 4) distributing validated questions, 5) testing the test questions, 5) correcting the answer results, 6) analyze.

Researchers conducted interviews with class This interview was conducted by the researcher in an unstructured manner with open ended questions. Researchers conducted observations to measure the success of implementing the direct instruction learning model assisted by Google Classroom, whether it can really improve student learning outcomes. This research data was validated using triangulation techniques. Data triangulation according to Denzin in Hasanudin, Fitrianiingsih, & Saddhono (2019) has four types, namely data triangulation, researchers, methods and theories. Researchers use triangulation of theory and data. In theoretical triangulation, researchers match research results with theories contained in national and international books as well as previous research results that have been published in

national and international journals. In data triangulation, researchers compare test result data with interview data to determine improvements in learning outcomes, and observation data with interview results to determine the accuracy of student achievement results. The data analysis technique used by researchers is a comparative descriptive technique. The comparative descriptive technique is comparing the results of initial conditions, after cycle 1, and after cycle 2 to determine the increase in students' abilities (Oktaviani, Kristin, & Anugraheni, 2018).

3. Results and Discussion

These results and discussion include student learning outcomes in 1) pre-action, 2) cycle 1, and 3) cycle 2 in the direct instruction learning model assisted by Google Classroom. This will be explained as follows. Student learning outcomes in pre-action. None of the learning achievements of class XII MIPA 1, SMAN 2 Kudus students in pre-action activities received the very good category. 10 students are in the good category with a relative frequency of 29.41%, 7 students are in the fair category with a relative frequency of 20.59%, and 16 students are in the poor category with a relative frequency of 47.06%, 1 student is in the very poor category with a relative frequency of 2.94% .

Based on the frequency distribution of scores above, it can be explained that there are still many students in class XII MIPA 1, SMAN 2 Kudus who get scores below the specified KKM. In the pre-action activity there were 24 students who had not completed it and only 10 students had completed it. Based on these values, it can be determined that the percentage of complete learning outcomes for class XII MIPA 1, SMAN 2 Kudus students in pre-action was 29.41% with a success percentage of 56.35%.

Based on data on the frequency distribution of learning outcomes in cycle I, the grades of class XII MIPA 1 students, SMAN 2 Kudus have increased. However, this increase in value cannot be said to be a form of completeness in learning because the percentage of completeness in cycle I was 44.11% with a success percentage of 63.65%. This means that not yet 75% of students have received a score of 70. Based on the data in cycle I, researchers carried out an evaluation of the learning process by applying the direct instruction learning model assisted by Google Classroom and then created a learning plan in cycle II. In this second cycle, researchers hope that 75% of students in class XII MIPA 1, SMAN 2 Kudus will get scores above 70.

In cycle II the researcher provided the same treatment as in cycle II, starting from the process and tests given. In cycle II, the grades of class XII MIPA 1 students, SMAN 2 Kudus experienced an increase. This improvement in learning outcomes can be seen from the absence of students who received the title very poor or even non-existent. In cycle II there were 7 students who had a very good predicate with a relative frequency of 20.59%, 23 students had a good predicate with a relative frequency of 67.65%, 4 students had a fair predicate with a relative frequency of 11.76%.

Based on frequency distribution data of learning outcomes in cycle II. The grades of class XII MIPA 1 students, SMAN 2 Kudus have increased. In cycle II there were 30 students who had finished studying and 4 students had not finished studying. The percentage of completion for cycle II was 88.23% with a success percentage of 77.76%. This means that the researchers' hopes in cycle II were answered because 75% of students had already received a score of 70. In theory, there was an increase from cycles I and II after students were taught by applying the direct instruction learning model assisted by Google Classroom.

Knowing the conditions in this pre-action, researchers conducted a review of the test results and observations. To improve student learning outcomes in the material Protection and Law Enforcement in Indonesia, researchers designed a direct instruction learning model using Google Classroom. Student learning outcomes after learning using the direct instruction learning model assisted by Google Classroom can be seen in cycles I and II.

The results of this research are in line with the results of research conducted by Maburur, Setiawan and Mubarak (2021) which states that the direct instruction learning model has an influence on student learning outcomes, can improve student abilities (Sulastri, 2021), and can improve student learning outcomes. Apart from that, the use of Google Classroom in this research also has a positive impact in helping to improve student learning outcomes. This is in line with the research results of Rahma and Arista (2021) explaining that Google Classroom as a digital media that can help teachers to manage classes online, can increasing students' ability to solve problems (Nugraheni, 2021), as well as providing convenience in the learning process which still refers to the RPP (Badruzaman, 2021). Google classroom can also be integrated with quizizz (Handayani and Wulandari, 2021)

4. Conclusion

The learning outcomes of class The increase in learning outcomes can be seen from the percentage of classical completeness and the percentage of success starting from pre-action activities, cycle I and cycle II. In pre-action activities, the percentage of classical completion was 29.41% and the percentage of success was 56.35%. In cycle I activities, the percentage of classical completion was 44.11% and the percentage of success was 63.65%. In cycle II activities, the percentage of classical completion was 88.23% and the percentage of success was 77.75%. It can be concluded that

student learning outcomes in each cycle have increased and as many as 75% of students have received a score above 70 (KKM for Indonesian language subjects).

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