

Improving Student Learning Outcomes in Social Studies Learning Using the Quantum Teaching Model in Elementary School

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Abstract

The purpose of this study was to improve student learning outcomes by using the Quantum Teaching model for fourth-grade students at SDN 13 Padang Gelanggang. This type of research is classroom action research. This research uses qualitative and quantitative methods. The study subjects were 20 students of SDN 13 Padang Gelanggang consisting of 12 boys and 8 girls. The results showed that there was an increase both in terms of teachers and students. Learning outcomes in teacher activities have increased from 75 to 89.06 with a very good category. Student learning outcomes increased from 68.81 to 84.36 in the very good category. So it can be concluded that the use of Quantum Teaching The model can improve the learning outcomes of fourth-grade students at SDN 13 Padang Gelanggang.

Keywords: Learning outcomes, social sciences, quantum teaching

Acknowledgments: Thank you to all those who have helped carry out this research

For citation:

Fadhilah. Erita, Y. , Yulia, R. (2022). Improving Student Learning Outcomes in IPS Learning Using the Quantum Teaching Model In Elementary School. *Digital Journal of Distance Learning and Education*, 1(8), 311-318. <http://doi.10.56778/jdlde.v1i7.47>

Introduction

IPS is one of the main subjects taught in elementary schools. Through social studies subjects, students are directed to become citizens of Indonesia who are democratic, responsible, and love peace. As stated by Etin (2005:14), the purpose of social studies education is to prepare students to become good citizens in their lives in society. (Yanto, 2018) (Fitri et al., 2021)

Because the material in social studies learning is very complex, the teacher must have a creative attitude, be broad-minded, and be liked by students so that social studies learning becomes fun and not boring for students. However, in reality, there are still many students who do not like social studies subjects because in addition to the material being very complex to understand a materials students need quite a long time and full concentration, coupled with the teacher's habit of using more teachers. The learning model is centered like a lecture, as a result, students quickly feel bored and sleepy, of course, this hurts student learning outcomes and as a result, the expected learning objectives are not optimally achieved. (Fitri et al., 2021) (Permatasari, BD, Gunahadi, 2019). This phenomenon is based on what researchers do in class at SDN 13 Padang Gelanggang, Matur District. In social studies learning students look lazy and often go in and out during learning. Learning is only centered on the teacher and the learning model used by the teacher does not vary, as a result, students have difficulty understanding the concepts of the material being studied. In social studies learning the teacher must be able to choose the right method according to the material to be studied so that students become more interested and learning objectives are achieved as expected.

One of the learning models that can be used in social studies learning in class IV is the Quantum Teaching model. According to DePorter (in Ari Nilandari, 2007: 5) Quantum Teaching is a variation of the interaction modification that exists in and around. The interaction includes elements of effective learning that influence student success. This model is very well implemented because it optimally develops human potential through ways that are easy, and fun, and empowers and functions the left and right brains to create accelerated learning outcomes. Based on the description above, in general, the problem can be formulated as follows: "How to improve social studies learning outcomes by using the Quantum Teaching Model in Elementary Schools?"

In particular, the problems in this study are: (1) What is the plan for implementing social studies learning with Quantum Teaching in the class of SDN 13 Padang Gelanggang? (2) How is the application of IPS learning with the Quantum Teaching model in class IV of SDN 13 Padang Gelanggang? (3) How to increase student learning outcomes in social studies learning using the Quantum Teaching model in class IV SDN 13 Padang Gelanggang?

Methodology

This type of research is Classroom Action Research (CAR). This research was conducted at SDN 13 Padang Gelanggang, Matur District, Agam Regency. The subjects of this study were 20 grade IV students at SDN 13 Padang Gelanggang who were enrolled in semester II of the 2021/2022 school year, consisting of 12 male students and 8 female students, as well as 1 class IV teacher. This research was conducted in two steps. Round I will take place on Wednesday 26 January 2022 and 2 February 2022. Round II will take place on Wednesday 9 February 2022 and 16 February 2022.

Qualitative and quantitative approaches are used as research methods. According to Kunandar (2008: 128), "A qualitative approach is used because the data produced is in the form of information in the form of sentences that provide an overview of student expressions related to the level of understanding of the subject, views or attitudes of students. to new learning methods, student activity following lessons, attention, enthusiasm, self-confidence, learning motivation, and the like", while the quantitative approach to student learning outcomes. (Nugroho, 2013) (Sriyanti et al., 2022).

Each research cycle is carried out through the stages of planning, implementing, observing, and reflecting. In addition, the research was carried out collaboratively between

researchers and colleagues who acted as observers. Research materials in the form of observations and interviews about the research activities of each student. Information related to planning, implementation and learning outcomes in the form of information as follows: 1) IPS Learning Implementation Plan with the Quantum Teaching model; 2) application of IPS learning with the Quantum Teaching model; 3) Improving IPS learning outcomes by using the Quantum Teaching model.

Observation and tests are used as data collection techniques. Display boards and test boards serve as aids. Data analysis techniques obtained in research developed by Rochiati (2007: 135) "data analysis begins by studying a set of data until all data is collected, the data is reduced and presented and finally collection or verification".

Results

Planning Based on the evaluation of the Learning Implementation Plan (RPP) prepared by the teacher in Cycle I, 22 points were obtained from a maximum score of 28, so the percentage is 78.57. This shows that the teacher's ability to make lesson plans (RPP) is at a good level. In Cycle II, a score of 26 was obtained from a maximum score of 28 so the percentage was 92.85%. This shows that the teacher's ability to make a Learning Implementation Plan (RPP) is very good. The application of learning with the quantum teaching model is carried out following the planning carried out. The learning process is carried out in two cycles, with Cycle I consisting of two meetings and Cycle II consisting of two meetings. Each meeting lasts for 3 x 35 hours or one meeting. The implementation of learning is carried out according to the steps of the Quantum Teaching model which consists of 6 steps, namely: 1) Growing, 2) Experiencing 3) Naming 4) Demonstrating 5) Repeating 6) Celebrating.

Based on observer observations in cycle I, the total score of teacher performance during the learning process is 24 out of a maximum score of 32, so the percentile score is 75. This shows that the teacher's performance during the learning process is in good condition. categories based on observations. The total score obtained from observing student activities in learning is 22 out of a maximum score of 32, thus the score obtained is 68. This indicates that the level of success of student activities during learning activities is in the sufficient category. Cycle II observers, the total score of teacher activity during the learning process was 28.5 out of a maximum score of 32, so the percentage score was 89.06. This shows that the teacher's performance during the learning process is very good based on the results of observations included in the category. The total score obtained from observing student activity in learning is 27 out of a maximum score of 32, thus the score obtained is 84.36. This shows that the level of success of student activities during learning activities is in a good category.

The results of the evaluation of the cognitive aspects of the first cycle showed an average class value of 71.75 with the highest average score of 96.5 and the lowest score of 50 with perfect criteria. In the first-period effective assessment, the average number of classes was 67.5 with the highest score of 79 and the lowest score of 58 with sufficient criteria. In the assessment of the psychomotor aspects of the first period, the average number of class numbers was 65.3 with the highest score of 83 and the lowest score of 58 with fewer criteria. The results of the evaluation of the cognitive aspects of cycle II gave an average number of classes of 78.07 with the highest score of 100 and the lowest score of 50 with perfect criteria. In the second period of affective assessment, if the criteria are good, the overall result is an average number of classes of 81.15 with the highest score of 92 and the lowest score of 70.5. Evaluation of the psychomotor aspects of cycle II resulted in an average number of classes of 85.55 with the highest score being 96 and the lowest score being 76 with very good criteria.

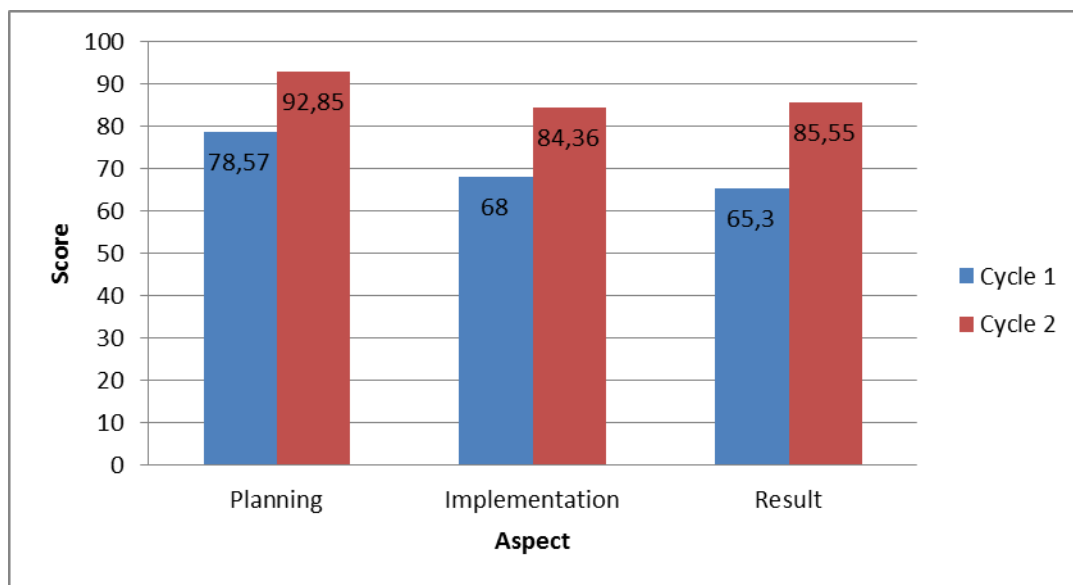


Figure 1. Learning Outcomes

Discussion

Development of student learning outcomes in the expected potential and abilities on an ongoing basis. Assessment of student learning outcomes is carried out by the teacher to monitor the process of learning progress. Assessments can also provide feedback to teachers so they can improve planning and learning processes. IPS requires assessment. (Sari et al., 2013) (Nugroho, 2013). IPS is a subject that examines a collection of events, facts, concepts, and generalizations related to social symptoms and problems in society from various aspects of life. IPS aims to make students have awareness and concern for society and its environment. In addition, students can also think more logically and critically in dealing with various problems. The characteristics of IPS are a combination of various social science disciplines to develop competencies as good citizens. (Mella et al., 2022) (Fitri et al., 2021).

The scope of Social Sciences is a concept, understanding, data, or fact that includes aspects of humans, places, and the environment that is sustainable and changes to create a social and cultural environment that influences economic behavior and people's welfare, and includes family, neighbors, schools, communities, and including family, neighbors, schools, communities and the state to teach social studies requires a learning model. The learning model can be interpreted as a basic skill that must be possessed by a teacher to plan and manage a process. teaching and learning activities to achieve learning objectives that will affect the success and results of student learning. One of them is the Quantum Teaching Model. (Yahya, 2017) (Nursalam et al., 2021). The Quantum Teaching model emphasizes the activeness and participation of students in learning, while the teacher acts as a facilitator according to the needs of the curriculum whose job is to connect student experiences with the existing subject matter and seeks to create a learning atmosphere that can support student learning success . So cooperation between students and teachers plays an important role in achieving common goals.

According to Sugiyanto (2009:73-78), the general characteristics that emerge to form a figure of quantum learning are:

- (1) based on cognitive psychology, (2) humanistic, (3) constructive, (4) prioritizing quality and meaningful interaction, (5) prioritizing accelerated learning with a high success rate, (6) prioritizing the fairness and fairness of the learning process (7) emphasizes the meaningfulness and quality of the learning process (8) has a model that combines context with learning content, (9) focuses on the formation of academic skills, life skills, and physical or material achievements, (10) places values and beliefs as an important part of the learning process (11) prioritizing diversity and freedom, not uniformity and regularity, (12) integrating the totality of body and soul in the learning process.

The opinion above shows that teaching with Quantum Teaching does not only offer material that students must learn. But far from that, students are also taught how to create good emotional relationships during their studies. Thus it is clear that Quantum Teaching can be implemented in social studies learning because it fosters knowledge from environmental experience. So that the subject matter is closer to the child and easily understood by the child.

Quantum Teaching according to DePorter is:

- 1) Grow, meaning that the teacher must be able to make students interested in the material to be studied. The teacher conducts questions and answers with students about economic activities in the environment.
- 2) Natural, meaning that the teacher must be able to create common experiences that students can understand, such as telling stories about economic activities in the local environment.
- 3) Name means giving identity, sorting, and defining what has been taught by the teacher. Naming is information, facts, formulas, thoughts, places, and times for teachers to teach concepts, thinking skills, and learning strategies. Students distinguish economic activities by giving color.
- 4) Demonstrate, The aim is to provide opportunities for students to translate and apply their knowledge in learning. Demonstrations provide opportunities for students to make connections, practice, and demonstrate what students know. For example, students post the results of their discussions in front of the class.
- 5) Repeat, meaning that the teacher provides opportunities for students to repeat what has been taught. For example by providing a summary.
- 6) Celebrating means that the teacher gives recognition or feedback on the efforts that have been made by students. For example, giving a compliment.

Implementation in the learning process at the planning stage, the researcher makes a lesson plan in the form of a schedule. The prepared lesson plans include: 1) learning objectives, 2) learning materials, 3) learning methods, 4) learning materials, and 5) learning assessment. Based on the Academic RPP Cycle I, the design is good. The learning material is carried out in cycles an m Recognizing economic activities using the Quantum Teaching model Competency standards are knowledge of natural resources, economic activities, and technological progress in districts/cities and provinces. The basic competence that is expected

to be achieved is to recognize economic activities related to natural resources and other potentials in the region.

When designing a learning implementation plan, all the learning stages from the learning stages above were included in the core activities. With the help of a learning implementation plan that uses the steps of the Quantum Teaching model, active and fun learning should occur, because active and fun learning is very much needed in elementary schools so that students remain motivated to learn. Learning Implementation is divided into 3 learning phases. This step is described in the following description:

1) Initial activity

The researchers' steps in carrying out learning at this stage began with classroom conditioning, leading students to pray, and taking student attendance. Then the teacher conveys the learning objectives, according to Dahar (in Yelmita, 2010) that "objectives can direct the flow of student learning and increase student motivation in learning". Furthermore, the teacher does apperception to explore students' knowledge so that it is easier to enter the subject matter, as stated by Hudoyo (in Yelmita, 2012) says: "knowledge needs to be built by students based on the knowledge/experience they have. have". After the initial activity, the teacher carries out the core activity using the Quantum Teaching model

2) Core activities

Learning is continued by conveying the competencies to be achieved and the teacher presents the material at a glance to open students' insights so that it is easier to work in groups, the teacher also forms heterogeneous groups based on the ability level and gender of students. Then the teacher distributes student worksheets in groups. Next, students presented the results of their group discussions in front of the class. After that, the teacher gives an explanation to straighten out the concept of the material to students.

3) End activity

At the end of the activity, students conclude lessons under the guidance of the teacher, then provide an evaluation of the material that has been studied, an evaluation is given to see how far students can remember and understand the material during the learning process.

In cycles, I and II, three aspects of activity can be seen, namely cognitive, affective, and psychomotor aspects. For cycle I, the average mastery score was categorized in sufficient criteria and not yet included in the complete category. Then the solution implemented is to continue learning from cycle I to cycle II, by correcting deficiencies in cycle I. After the implementation of cycle II, the average learning outcomes increase from Cycle I to Cycle II and the average Cycle II also reaches the minimum perfection criteria, then Cycle II learning was stopped.

Conclusion

Based on the results of the study it can be concluded that the implementation of IPS learning with the Quantum Teaching model can improve student learning outcomes. The learning outcomes of the first cycle average cognitive aspect 67.5% affective 67.5% psychomotor 65.5%. Increased in cycle II with an average learning outcome cognitive aspect 80% affective 81.15% psychomotor 85.55%.

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