THE APPLICATION OF QUANTUM LEARNING MODEL TO IMPROVE GRADE V STUDENTS’ LEARNING RESULT OF BAHASA INDONESIA COURSE IN PUBLIC ELEMENTARY SCHOOL 108306 TANJUNG GARBUS, LUBUKPAKAM LEARNING YEAR 2014/2015

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Abstract

The problem in this research was that learning Bahasa Indonesia still being centered on teachers, lack of using media, lack of variation in arranging class, students like to offend others and easy to get bored which caused the low result on students’ learning. The subject are 33 grade V elementary school 108304 students in Tanjung Garbus, Lubuk Pakam, Deli Serdang Regency learning year 2014/2015. This research consists of 2 cycle and collecting data used documentation, interview, observing, and test. The results are only 3 students (9,09%) passed on the earlier act, then on cycle I there are 4 students (12,12%) passed, later on cycle II became 29 students (87,87%) passed based on 70 as Minimum Standard. Through the observing score towards students’ achievement with the indicator. On cycle I, The number of students who achieved the Minimum Standard that suited the indicator are 8 students (24,24%) then on the cycle II had improved to 29 students (87,87%) with minimum 75 as indicator criteria achievement. The conclusion is that the use of Quantum Learning model could improved grade V Public Elementary School 108306 students’ result in learning Bahasa Indonesia with Short Story at Tanjung Garbus, Lubukpakam learning year 2014/2015.

Keywords: Quantum Learning, Bahasa Indonesia, Short-Story, Learning Result.
INTRODUCTION

The government regulation No. 19 year 2005 about National Education Standard, article 19, verse (1) stated that learning process on education unit was organized interactive, inspirative, interesting, challenging, motivating students to actively participated, giving enough space to have initiative, creativity and independence that suit their talents, interests and physical improvement along with students’ psychology.

Bahasa Indonesia is an obligated subject to be learned for all students including on KTSP Curriculum. There are four aspects in this subject such as listening, speaking, reading and writing. Short-Story is one of material that often be teach in Bahasa Indonesia.

According to Nur’aini and Indriyani (2008:69) short-story is a form of literary works that tells a story of human life, whether it was real or imaginary which was presented in a short and dense form. According to Iskandar and Sukini (2009:83) short-story is one of literary works that highly develop. Besides the story that is short, even the plot is dense.

According Damaianti (2011:27) to understand a short-story fundamentally, it is necessary to carefully study the six main aspects, there are; Plot, Character, Point of View, Tone, Setting and Theme.

In reality from the result of an interview that the researchers got with the class’ teacher of grade V public elemenetary school 108306 Tanjung Garbus in Lubukpakam, that the students’ result achievement especially short-story material was still low with 75 as Minimum Standard. From 33 students, only 10 or 30% students that reached the standard, meanwhile the other 23 or about 70% of all students still not reached the standard.

Through the observation result, this problem was caused by the learning which still centered on teachers, lack of using learning media, and less varied class arrangement where chair and table for students faced the blackboard with teachers was precisely in front of them all. With this kind of situation, students whom in the back row often caught have no concentration in following the lesson, like disturbing their friends or even getting sleepy. This thing affected the low students’ learning results.

Quantum learning is a learning which was developed by Bobbi DePorter who assumed that this learning method was in accordance with the working of human brains and how human learns in general (Sa’ud. 2009:125). DePorter and Mike Hernacki (2013:16) stated that quantum learning definition is “interactions that changed energy became radience”.

Quantum learning modelize its teaching philosophy and strategy with “Maestro” on margin. This framework design was known as TANDUR (Grow, Natural, Name, Demonstrate, Repeat and Celebrate), (DePorter, Mark Reardon and Sarah Singer-Nourie, 2005:10).

Quantum learning is a learning model that adapted cognitive, humanistic and behavioristic learning theory. Hamdayana (2014:71-75) wrote quantum learning characteristic that are: “1) Quantum learning based on cognitive psychology, rather than quantum physic, eventhough quantum term and concept was used a little bit; 2) Quantum learning is more humanistic, rather than empirical-positivistic, “animalistic” or/and navistic: 3) Quantum learning is more constructivistic, rather than empirical-positivistic, behavioristic or/and maturationistic...”

Siregar (2010:30-31) according to cognitivistic theory, knowledge is built inside a person through a continuing interaction process with environment. This process was not going on broken, separated, but through a flowing, continuing and a whole process.

According to behavioristic learning theory or attitude learning (inside Siregar, 2010:25) learning was defined as a process of attitude change as a result from interaction between stimulus and response.
According to Siregar (2010:34) to the humanistic theory followers, learning process must came from and went to human. From learning theories, like behavioristic, cognitive and contrasttivistic, this was the most abstract theory, that close to philosophy world rather than eduation world.

Ratmawati (2005) stated that Brain Based Learning, was an individual capital in learning. Some methods like quantum learning, accelerated learning even multiple intelligences had come to an award to varied learners’ individual potential.

In this case, the researchers planned to apply quantum learning model in Bahasa subject because quantum learning could improved students’ learning result by variating many kind of learning components. So it is expected that students will not get bored in the class anymore.

METHODOLOGY

In this research, the researchers used Classroom action research type started from cycle I that consist of four activity, there are planning, acting, observation, and reflecting.

The subject in this research are 33 grade V public elementary school 108306 students in Tanjung Garbus, Lubukpamak, Deli Serdang Regency, learning year 2014/2015. It consist of 18 male students and 15 female students. The object in this research is the students’ learning result of Bahasa Indonesia lesson through quantum learning model.

This research used technic and collecting data tools such as 1) Documentation, 2) Interview, 3) Observation, and 4) Test. The standard criteria from the improvement of students’ learning result where the precentage classically ≥ 80%.

Cycle I

1. Planning

Activities in this stage are:
   a. Arranging lesson plan with quantum learning model.
   b. Prepare material and media of learning that will be used during the learning process.
   c. Arrange a suitable students sheet with the learning indicator that wanted to be achieve.
   d. Make a question test that will be held to find out students’ learning result.
   e. Arrange an observation sheet for teachers abilty and students’ activeness.

2. The Implementation of The Action

The activities in the learning process are:
   a. At first, teacher would explain the purpose of the lesson that the students would get and what the advantage of it in daily life.
   b. The teacher formed a group consist of 4-5 students.
   c. The teacher asked if the students knew about short-story and what usually there are in the story.
   d. The teacher told a story based on some pieces of a picture.
   e. The teacher asked the students to discuss about the elements of that story, then each representative of the group would read their discussion result.
   f. Teacher asked students to repeat the lesson as a prove if they really know the lesson that they’ve learned before. In this activity, teacher evaluated students from the most active group to speak.
   g. Held a celebration to the most superior group.

3. Observation

Observation done during the learning process and the observer should done a collaboration in the action.
4. Reflection

In this stage, we do an analyzing of the obtained data. The analyzing data result that have been used to evaluate the process and the result that wanted to be achieve.

5. Evaluation

This evaluation result is used as consideration based for doing a repairment on Cycle II.

Cycle II

Cycle II will only be held if the action result on Cycle I didn’t reach the indicator. The result from the first cycle was analyzed and seen on which aspect that needed to be repair.

RESULT AND DISCUSSION

On Cycle I, from 33 students, only 8 students (24,24%) passed the standard indicator material achievement. Then according to the achievement indicator on Cycle I, experienced such a good improvement. From 33 students, 29 students (87,87%) passed the standard, meanwhile 4 other students (12,12%) still not passed the standard.

The result showed that 33 students whom given the early test, only 3 students (9,09%) passed. Then on Cycle I, it is known that from 33 students only 4 passed and the other 29 (87,87%) didn’t reach the standard, and on Cycle II improvement happened. From 33 students, there are 29 students (87,87%) passed the standard, meanwhile 4 students (12,12%) didn’t. From the table above it is known that the lowest score of students is 40 and the highest is 100. The average score in this Cycle II became 80.

The explanation of the students’ learning results improvement started from pre-test to the scoring on Cyle II (post-test II) is below.

<table>
<thead>
<tr>
<th>Table 1. Students’ Learning Result Improvement</th>
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<tbody>
<tr>
<td>Explanation</td>
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<tr>
<td>Overall Score</td>
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<td>Average Score</td>
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<td>Highest Score</td>
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<td>Lowest Score</td>
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<td>Percentage and Total of Students who Passed</td>
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<td>Percentage and Total of students who Don’t Passed</td>
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Graph 1. Improvement Percentage Graph of Student’ Learning Result Completeness
Quantum learning is a combination from cognitive, behavioristic and humanistic learning theories. Cognitive theory in quantum learning could be seen from the students’ learning process that was stimulated to be active so the process could be seen worth enough. For behavioristic theory, quantum learning took the idea of reward giving in the end of the learning. Although the reward was not in the form of gifts, the reward also could be as a compliment which should motivated the students. Meanwhile quantum learning model concept was inviting the students to be able to freely think is the concept from humanistic theory.

In other research, Rahmi (2015) make quantum learning research on Mathematic lesson where the researcher stated that “Quantum Teaching Model as an interesting, intimate learning process, even capable to decrease students’ anxiety that was needed to solve a problem in learning mathematic process at school, also very supporting in curriculum development.

Quantum learning research for study in Junior High School was proved by Zahrotunnisa (2016) that quantum model learning could improve the indicator achievement on Junior High School Science Course if supported with good media. Asmi (2016) also proved that quantum learning for Social Course in Grade 7 Junior High School where the result showed that environment-based quantum learning model could improve students’ learning result.

For quantum learning research on Senior High School that was proven by Arifin (2016) which the result was quantum learning model accompanied by experiment method affecting the students’ physics result. In her journal, Rusniati connecting quantum learning to Islam Religion Education (PAI) that the students could bring everything they learned to their world and applying it on new situation.

By Hidayat (2016), quantum learning could also improved Nahwu course score that is on Arabic department. In Ghofur’s journal (2016), he connected quantum learning with the competence of teacher.

Because of that, in accordance with the previous research, then data that is obtained in this research showed that quantum learning model could improved students’ learning result of short-story on Bahasa Indonesia course in grade V Public Elementary School 108306 Tanjung Garbus, Lubukpakam, Deli Serdang Regency.

CONCLUSION AND SUGGESTION
Quantum learning was a learning model that fit to be implement in any level of education, also in Elementary school until college level, and even in any courses, whether in
exact courses, social, even Language. This learning model not only improved students’ learning result, but also improved teacher’s competency.

This research have a conclusion that quantum learning model could improved students’ learning result on short-story material of Bahasa Indonesia in grade V Public Elementary School 108306 V SD Negeri 108306 Tanjung Garbus, Lubukpakam, Deli Serdang Regency, learning year 2014/2015 with classical improvement as many 33 students (100%).

Then the suggestion toward the teacher for being more comprehending quantum learning model’s concept to apply it well. Then the school should complete its facility so quantum learning model could run maximally. For the students, it was expected to keep disciplinein the class, like didn’t create any noise that could disturb the learning process or disturb the other students.

For other researchers, it was suggested to be able to continue the same research as a consideration and get a wider benefit.

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