

COMPARISON OF LEARNING OUTCOMES OF GRADE 4 STUDENTS AT MUHAMMADIYAH PAESAN ELEMENTERY SCHOOL WITH DIRECT LEARNING MODEL AND GROUP LEARNING MODEL

Ahmad Awwab Billah¹, Diah Putri Maulinda², Nala Wafrotul Arya³, Annisa Auliyaa⁴, Istiqomah⁵, Bintang Karima Faida⁶, Fina Idamatussilmi⁷, Atik Mumtazza Alawiyah⁸, Fatmawati Nur Hasanah⁹

UIN K.H. ABDURRAHMAN WAHID PEKALONGAN

Email: ahmad.awwab.billah@mhs.uingusdur.ac.id¹, diah.putri.maulinda@mhs.uingusdur.ac.id², nala.wafrotul.arya@mhs.uingusdur.ac.id³, annisa.auliyaa@mhs.uingusdur.ac.id⁴, istiqomah23114@mhs.uingusdur.ac.id⁵, bintang.karima.faida@mhs.uingusdur.ac.id⁶, fina.idamatussilmi@gmail.com⁷, atik.mumtazza.alawiyah@mhs.uingusdur.ac.id⁸, fatmawati.nur.hasanah@uingusdur.ac.id⁹

ABSTRAK

Penelitian ini bertujuan untuk melakukan perbandingan hasil belajar siswa kelas 4 SD Muhammadiyah Paesan dengan menggunakan dua model pembelajaran yang berbeda, yaitu model pembelajaran secara langsung dan model pembelajaran kelompok. Metode penelitian yang digunakan adalah penelitian kualitatif dengan pendekatan studi kasus. Data dikumpulkan melalui observasi kelas, wawancara dengan guru, dan analisis dokumen yang terkait dengan proses pembelajaran. Data yang terkumpul kemudian dianalisis secara deskriptif untuk membandingkan pengalaman siswa dalam kedua model pembelajaran. Hasil penelitian menunjukkan bahwa model pembelajaran secara langsung memberikan pengalaman belajar yang lebih berfokus pada guru sebagai sumber utama informasi. Sedangkan pembelajaran kelompok lebih mengedepankan interaksi dan kolaborasi antar siswa. Meskipun demikian, terdapat perbedaan signifikan dalam hasil belajar siswa antara kedua model pembelajaran tersebut karena masing-masing model pembelajaran tentunya memiliki potensi yang sama-sama bertujuan untuk meningkatkan kualitas pendidikan siswa kelas IV di SD Muhammadiyah Paesan. Penelitian ini memberikan wawasan yang berharga bagi pendidik dan sekolah dalam memilih model pembelajaran yang tepat dan sesuai dengan latar belakang, karakteristik siswa, tujuan pembelajaran, dan konteks sekolah. Selain itu, penelitian ini menggarisbawahi penting pengembangan keterampilan kolaboratif dan komunikasi siswa dalam konteks pembelajaran kelompok.

Kata kunci: Perbandingan, Model pembelajaran, Hasil belajar.

ABSTRACT

This study aims to compare the learning outcomes of grade 4 students of Muhammadiyah Paesan elementary school by using two different learning models, namely direct learning model and group learning

model. The research method used is qualitative research with a case study approach. Data were collected through classroom observation, interviews with teachers, and document analysis related to the learning process. The collected data were then analyzed descriptively to compare students' experiences in both learning models. The results show that the direct learning model provides a learning experience that focuses more on the teacher as the main source of information. Meanwhile, group learning emphasizes interaction and collaboration between students. Nevertheless, there is a significant difference in student learning outcomes between the two learning models because each learning model certainly has the same potential to improve the quality of education of grade IV students at Muhammadiyah Paesan elementary school. This research provides valuable insights for educators and schools in choosing the right learning model in accordance with the background, student characteristics, learning objectives, and school context. In addition, this research underlines the importance of developing students' collaborative and communication skills in the context of group learning.

Keywords: Comparison, Learning models, Learning outcomes.

INTRODUCTION

Education is a conscious effort to realize a cultural inheritance from one generation to another. Education is realized with a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character and skill needed by themselves and society. In a simple and general sense, the meaning of education as a human effort to grow and develop innate potentials both physically and spiritually in accordance with the values that exist in society and culture.

Learning is a conscious effort made by the teacher to make students learn, namely the occurrence of behavioral changes in students who learn, where the change is due to effort and is characterized by the acquisition of new abilities that apply in a relatively long time. Learning is basically a process carried out by teachers and students so that the learning process occurs in the sense of changes in the individual behavior of the students themselves. This learning activity is carried out by educators as someone who teaches and students who receive learning that is inseparable from various learning materials (Faturrohman, 2017: 9). Thus, learning is basically a planned activity that conditions a person to learn well so that changes in behavior through learning activities and how someone performs the act of conveying knowledge (Ngalimun, 2017: 9).

The learning process requires activity (student activeness) (Vitasari et al., 2016) because in principle learning is doing. The same applies to behavior and activities that change behavior. No activity means no learning, and vice versa. Therefore, an important principle of interactive education and learning is student activity. Learners engage in more self-directed learning activities, while the teacher lead and plans all the activities they do. To teach students according to their learning styles so that learning objectives can be achieved optimally, there are various learning models. In practice, teachers must remember that there is no learning model that is most appropriate for all situations and condition of the students, the nature of the teaching material, the available facilities, and the condition of the teacher himself. The following presents some learning models, to be selected and used as alternatives so that they are suitable for the situation and conditions at

hand. Two commonly used learning models are direct learning models by the teacher and group learning models (Faturrohman, 2006: 2).

The direct learning model is a traditional approach where the teacher acts as the leader in the learning process. The teacher provides information and knowledge to students directly through lectures, presentation, and demonstration. The students are then given the opportunity to apply the knowledge through exercise and assignment.

Meanwhile, group learning models involve cooperation between students in small groups. Students work together to achieve set learning objectives. They share knowledge, discuss and help each other understand the subject matter. This model encourages students' active participation and the development of social skills.

Both learning models have their own effectiveness. The direct learning model is effective in efficiently delivering information and knowledge to students. In this model, the teacher has a strong role in directing the learning process and ensuring students understand the material well. However, this model may be less effective in developing students' collaborative skills and social skills.

On the other hand, group learning models are effective in developing students' social skills, cooperation skills, and problem-solving skills. In this model, students learn to work in teams, share knowledge and help each other. However, this model may take longer to achieve the learning objectives and requires good management so that all group members are actively involved.

Previous research has shown that both learning models have their own advantages and disadvantages. Research has shown that the direct learning model is effective in improving students' understanding of complex concepts and in improving test results. Meanwhile, research has also shown that the group learning model is effective in improving students' social skills, motivation and confidence.

The research methods used in studies on the effectiveness of these two learning models vary. Some studies use an experimental approach by comparing the outcomes of students using the direct learning model and the group learning model. Others use an observational approach to observe student interactions and their impact on learning. Other methods used include interviews, questionnaires and quantitative data analysis.

In further research, it is important to consider different contexts and student characteristics in comparing the effectiveness of these two learning models. Factors such as students' learning styles, social skill levels, and learning preferences may affect learning outcomes. Therefore, research involving representative samples and the use of diverse research methods may provide a more comprehensive insight into the effectiveness of these two learning models.

DISCUSSION

The method use in this research is a qualitative research method. According to Leedy and Ormrod et al (Sarosa, 2017). Qualitative research is research that tries to understand phenomena in their natural setting and context, that is, researchers try not to manipulate the observed phenomena. Qualitative research methods are research methods used to research on natural object conditions, where the researcher is the key instrument, data collection techniques are triangulated, data analysis is inductive, and qualitative research results emphasize meaning rather than generalization (Sugiyono, 2016). According to Bogdan and Taylor (Moleong, 2012) qualitative research methods are research procedures that produce descriptive data in the form of written or spoken words from people and observable behavior. Kirk and Miller (Noor, 2015) define qualitative research as a certain tradition in social science that fundamentally relies on observing humans in their own areas and dealing with these people in their language and in their terms.

Based on several definitions put forward above, it can be concluded that qualitative research methods are research used to explore specific events in natural object conditions and produce descriptive data in writing or orally, where the data collection is fundamentally dependent on the researcher's own observation process.

Data collection can be done in various settings, sources, and methods. In this study, researchers used interviews as a data collection method. The interview was conducted at Muhammadiyah Pesan elementary school with a resource person named Ilma Marsyadah, S. Pd.

Interviews are one of the most widely used tools for collecting qualitative research data. Interviews allow researchers to collect diverse data from respondents in various situations and contexts (Sarosa, 2017).

According to Stewart and Cash (Herdiyanto, 2016), an interview is defined as an interaction in which there is an exchange or sharing of rules, responsibilities, feelings, beliefs, motives, and information. The purpose of the interview is to find out what is contained in a person's mind and heart, how he views the world; things that the researcher does not know through observation.

The type of interview used in this research is a semi-structured interview where the interviewer has prepared a topic and list of questions before the interview activity is carried out (Sarosa, 2017). The interview guide that has been prepared can still be developed as the interview process progresses. The interview guide in this research includes:

1. How do you plan and implement learning with the direct learning model?
2. How do you plan and implement learning with a group learning model?
3. What strategies do you use to ensure all students are actively involved in learning with the direct learning model?
4. What strategies do you use to ensure all students are actively involved in learning with the group learning model?
5. How do you assess the effectiveness of the direct learning model and group learning model in improving students' learning outcomes and communication skills?
6. In your opinion, which learning model is more effective in improving learning outcomes of Grade 4 students, the direct learning model or the group learning model?
7. Why do you think so (reason for question no.6)?
8. What factors do you think can influence the effectiveness of learning models in Indonesian language learning?
9. Is there a significant difference in student learning outcomes when using direct learning models and group learning models?

The result of interviews that have been conducted with informants, a teacher at Muhammadiyah Paesan elementary school, produce:

1. the initial process of planning and implementing the direct learning model by conducting a diagnostic assessment of students, then students will be divided according to their learning styles in the form of audio, visual, or audio visual.

After that, planning ATP, CP, and teaching modules, then making learning media. Teachers who use the direct learning model will present the learning in front of their students.

2. In the group learning model, the teacher will present the learning according to the students' learning style groups that have been determined.
3. To ensure all students are actively involved in learning with direct learning model is to use teacher centered strategy.
4. To ensure all students are actively involved in learning with a group learning model is to use a student centered strategy.
5. To improve students' learning outcomes and communication skills for direct learning model and group learning model can be done by using formative assessment.
6. The learning model that is more effective in improving student learning outcomes is the group learning model.
7. The group learning model is more effective in improving the learning outcomes of grade 4 students because with the group learning model students better understand the material being studied with a broader scope of material, the learning that is carried out is also more fun so that it can attract students' attention to take part in learning activities, besides that in the group learning model the teacher acts as a facilitator.
8. Factors that can affect the effectiveness of learning models are classroom conditions and learning implementation time.
9. There is a significant difference in the learning outcomes of grade 4 students.

The learning model is a conceptual framework in the form of a systematic pattern of procedures developed based on theory used in organizing the teaching and learning process to achieve learning objectives. The learning model is related to the selection of strategies and the creation of a structure of methods, skills, and activities. (Purnomo, 2022).

One of the learning models that has been proven effective in improving the learning outcomes of grade 4 students at Muhammadiyah Elementary School is the group learning model. Group learning model is a model that allows students to participate in small groups to interact with each other and learn from each other.

The group learning system allows teachers to manage the class better and students can learn from each other. The learning model produces a wider group of interactions and communications, including interactions and communications between teachers and students, students with students, and students with students. (Yuniatari, 2020).

This is in line with the results of the author's interview with the Muhammadiyah teacher that the group learning model is more effective in improving the learning outcomes of grade 4 students of Muhammadiyah Paesan elementary school because students better understand the material being studied with a broader range of material, the learning that is carried out is also more fun so that it can attract students' attention to take part in learning activities, besides that in the group learning model the teacher acts as a facilitator. The role of the teacher as a facilitator is very important. Teachers must be able to guide students in cognitive terms, for example by explaining or delivering material, facilitating students' psychology both inside and outside the classroom, if students experience problems or are uncomfortable while learning, and finally the teacher must be able to facilitate students in cognitive terms, namely the teacher must make students feel comfortable while learning (Sulistriani, 2021).

The results showed that there was a difference, which was significant differences with student learning outcomes when using group learning models and direct learning models. In contrast to the group learning model that prioritizes interaction and collaboration between students, the direct learning model provides a learning experience that is more focused on the teacher as the main source of information on the teacher as the main source of information on the teacher as the main source of information.

According to the Big Indonesian Dictionary, effectiveness is defined as something that has an effect or effect caused, efficacious, brings results, and is the success of an effort or action. In this case, not achieving the stated learning objectives is an example of effectiveness. (Neneng et al, 2011) The effectiveness of the application of learning models is influenced by several factors, informants mentioned two factors including classroom conditions and learning implementation time.

CONCLUSION

Understanding in students in learning in grade 4 who use the group learning model is higher than the direct learning model because many students are involved when group learning. And there are significant results in the group learning model and direct learning in grade 4 of Muhammadiyah Paesan elementary school in the 2024/2025 school year.

The learning outcomes of students in groups are better than the outcomes of students who use the direct learning model. Based on the results of this study, the researcher suggests that a teacher should involve students a lot in teaching and learning activities by applying a group learning model where students can exchange ideas with their peers. Researchers also suggest conducting further research to find out the development of learning models that have been applied.

REFERENCES

- Alternative Desain Pembelajaran yang Menyenangkan. Diakses pada 15 Mei 2024, dari <http://repository.iainkudus.ac.id/5413/5/5.%20BAB%20II.pdf>.
- Fathurrohman M., (2006, 21 Agustus). Model-model Pembelajaran. Diakses pada 15 Mei 2024, dari <https://staffnew.uny.ac.id/upload/132313272/pengabdian/model-model-pembelajaran.pdf>.
- Media (2017). Model-Model Pembelajaran Inovasi
- Neneng, N. Eka, F. & Wawan, S. (2011). Efektivitas penerapan model pembelajaran generatif untuk meningkatkan pemahaman siswa dalam mata pelajaran teknologi informasi dan komunikasi. *Jurnal Pendidikan Teknologi Informasi dan Komunikasi*.
- Ngalimun, (Jogjakarta: Dua Satria Offset, 2017). Strategi Pembelajaran. Diakses pada 15 Mei 2024, dari <http://repository.iainkudus.ac.id/5413/5/5.%20BAB%20II.pdf>.
- Purnomo, A. (2022). Pengantar Model Pembelajaran. Lombok Tengah: YAYASAN HAMJAH BIMA
- Rahman A., Munandar Sabhayati A., Fitriani A., Karlina Y., Yumriani. (2022, 1 Juni). Pengertian Pendidikan, Ilmu Pendidikan dan Unsur-unsur Pendidikan. Diakses pada 15 Mei 2024, dari <https://journal.unismuh.ac.id/index.php/alurwatul/article/view/7757>.
- Sulistriani, J. S. (2021). Peran Guru Sebagai Fasilitator Dalam Pembelajaran. *JOUESE:Journal of Elementary School Education*.
- Yuniarti. (2020). Implementasi Model Pembelajaran Kelompok, Sudut, Area, dan Sentra dalam Pembelajaran Anak Usia Dini. *Islamic EduKids: Jurnal Pendidikan Anak Usia Dini*.