

Development Teaching With Constructive Approach to Improve Student Learning Results of Class IV

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Abstract:- This research aims to find out: 1) the effectiveness of teaching materials developed through a constructivistic approach based on the strengthening of character education to students in the fourth grade of SDK Santo Xaverius Surabaya, 2) the students responses to teaching materials developed through a constructivistic approach based on the strengthening of character education to students in the Classroom IV SDK Santo Xaverius Surabaya. Subjects in this study are students of grade IV SDK Santo Xaverius Surabaya consisting of two classes with many students each class is 34 people. While the object in this study is a teaching material developed through a constructive approach based on the strengthening of character education in the Curriculum 2013. This research is a development research using modification of 4-D development model (Define, Design, Develop, Disseminate) which is limited only to stage 3. Data retrieval is done through validation sheet, observation sheet, and learning ability test result. Data analysis techniques used descriptive and qualitative statistics. Before the experimental material is first tested validated to two validators with the percentage of validity level given by each validator is 90.5%, and 93.18%. The effectiveness analysis based on trial I and II are as follows: 1) the achievement of students' learning completeness is 32% in trial I and 88% in trial II; 2) the achievement of the indicators in trial I was ineffective and in the II trial was effective; 3) the ability of teachers to manage learning on trial I and II are in good enough category and meet the effective criteria; 4) student activity on trial I was not effective while in trial II was effective. Students' ability between trial I and II increased for each aspect with a total average of 1.85 for trial I and 2.87 for trial II so that the average percentage increase was 25.5%. Moreover the teaching material meets all the effectiveness criteria and the trial activities stop at trial II. Based on test I and II it is known that the student's response to the teaching materials is positive for almost all aspects.

Keywords:- Teaching Materials Social Study, Constructive Approach, Learning Result.

I. INTRODUCTION

Law of the Republic of Indonesia No. 20 of 2003 concerning National Education System chapter II article 3 states that national education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of intellectual life of the nation. To achieve this goal requires the implementation of a quality learning process and is able to stimulate students to develop their thinking skills and creativity. In line with this, the aim of Social Sciences education in Elementary Schools is basically to foster students to be good citizens, have knowledge, skills and social care that are useful for themselves and for society and the country (Sumaatmadja, et al, 2005).

Social studies is one of the important learning materials in elementary schools. The old view that learning must be carried out through a tight and disciplined schedule apparently did not provide much meaningful results for students. Students will get more from the results of the learning process if learning is done in a creative and fun process.

The new paradigm in looking at the learning process is that in the learning process students will construct their own knowledge, and more actively explore learning resources rather than merely transferring information from the teacher. Quality learning activities in the classroom require student activity. A more creative and fun learning process will in turn strengthen the learning outcomes to be more meaningful.

In the process of active learning, students are expected to be able to construct their own knowledge by choosing appropriate learning strategies and resources based on their awareness of the development of their learning or control of their metachogy. However, in the process of managing the learning process, as an inexperienced student, they need the support or assistance of other people who are more mature or more experienced so that the learning process of students is more directed. All efforts and ways to help students improve their metachogical abilities are called scaffolding.

One of the important and fundamental strategies for teachers to do, in an effort to solve social studies learning problems in elementary schools, is by implementing constructivist learning in class. The view of constructivism argues that, basically learning is done through the construction of students towards learning experiences. In the constructivist view, humans are not information recorders, but they construct their own knowledge structures. As Lunenburg stated that "people are not recorders of information, but builders of knowledge structures" (Lunenburg, 2012: 2).

The information obtained in the learning process is constructed by each student by being linked back to the previous knowledge and experience. So the implication is, that in the learning process, experiences or new information should be conveyed by linking various things that are familiar in the daily lives of students, or intertwine them with daily life experiences. This approach is called contextual learning.

Based on this, the researcher considers that the development of teaching materials that utilize text books and other existing information is absolutely necessary. These text books must be packaged in such a way, so that the form of teaching materials that meet the characteristics of good teaching materials and can be used by students in the instructional process in learning. Therefore, the researcher will conduct research under the title "Development of Social Assistance Teaching Materials for Class IV Elementary Schools To Improve Student Learning Outcomes." This research will be implemented in fourth grade students of SDK Santo Xaverius Surabaya in the odd semester of the 2016/2017 Academic Year.

This study generally aims to develop social studies teaching materials oriented constructivist approaches to improve student learning outcomes in class IV elementary school. The general objectives are broken down into three specific objectives as follows. (1) describe the feasibility of social science teaching materials using a constructivist approach to improve student learning outcomes in grade IV elementary schools that are developed; (2) describe the effectiveness of social studies teaching materials using a constructivist approach to improve student learning outcomes in grade IV elementary school.

The nature of learning by using a constructivist approach is the formation of knowledge that sees the active subject creating cognitive structures in their interactions with the environment. With the help of this cognitive structure, subjects arrange their understanding of reality. Cognitive interactions will occur to the extent that reality is structured through cognitive structures created by the subjects themselves. The cognitive structure must always be changed and adjusted according to the demands of the changing environment and organisms.

The most important thing in constructivist theory is that in the learning process, the learner must get emphasis. It is they who must actively develop their knowledge, not

learners or others. Those who must be responsible for the results of learning. This active emphasis on student learning needs to be developed. Creativity and activeness of students will help them to stand alone in the cognitive life of students. Learning is more directed at experimental learning, which is an adaptation of humanity based on concrete experiences in the laboratory, discussions with classmates, which are then contemplated and made into ideas and the development of new concepts. Therefore accentuation of educating and teaching is not focused on the educator but on the learner.

The purpose of learning through this constructivist approach is to produce human beings who have sensitivity (sharpness in terms of their ability to think), independence (ability to assess the process and the results of thinking themselves), responsibility for risk in making decisions, developing all aspects of potential through the process continuous learning to find oneself is a process of "Learn To Be" and able to collaborate in solving broad and complex problems for the preservation and glory of the nation (Baharudin and Esa, 2007: 131). According to constructivist students construct knowledge by giving meaning to the knowledge according to their experience. Students need to be accustomed to solving problems, finding things and transforming complex information into other situations and wrestling with ideas (Yamin, 2008: 1).

The constructivist learning theory focuses on how a student is able to organize knowledge based on his own understanding. A knowledge comes from one experience to the next experience which will be a complex or detailed knowledge. The teacher does not transfer the knowledge he has but only helps in the process of forming knowledge by students so that it runs smoothly. Students organize their knowledge based on their own or individual efforts, then the teacher's job is only as a facilitator or mediator.

II. THEORETICAL FRAMEWORK

A. Constructive-Based Educational Theories

➤ John Dewey's Theory

John Dewey (1859-1952) was an educational theorist who was very influential in the United States. Dewey's thoughts influenced many other educational theorists such as Jean Piaget, Lev Vigotsky, Carl Rogers, and Abraham Maslow. In Dewey's view, knowledge cannot represent reality. The relationship between knowledge and reality is the result of individual experience and social experience.

Dewey argues that education is actually obtained through experience but not all experience is education, real education is achieved via experience, however not all experience is equally educational (Dewey, in Ultanir, 2012: 200). Dewey suggested that learning should be oriented towards individual development, be active learning, be student-centered rather than teacher and textbook, and practice learning and how to use skills to obtain learning goals. As Dewey stated below: "*Building the idea of individualist development instead of the idea of top-down*

forcing; embracing behavioral freedom (democracy) as opposed to practice external discipline; practicing active education instead of passive learning from teachers and texts; embracing the thought of learning to use skills and techniques as a means to achieve one's goal instead of isolated learning by practise" (Dewey, dalam Ultanir 2012: 200).

Dewey assured that the contents of the student learning experience were more important than the subject matter in the curriculum, as Dewey stated the following: "contents of the child's experience" is more important than the "subject-matter of the curriculum" (Dewey, 1961: 342 in Ultanir, 2012: 201). Dewey believes that the learner's experience is of the utmost importance which allows learners to learn on their own and realize their own learning processes in order to obtain a high self-concept (Ultanir, 2012: 201). Dewey encourages teachers to encourage students to be involved in project or task oriented problems and help them investigate intellectual and social problems (Ibrahim and Nur, 2000).

➤ *Jean Piaget's Theory*

Jean Piaget is an educational theorist from Switzerland who popularized the theory of cognitive development. The focus of Piaget's theory is about how individuals construct science. Piaget's cognitive constructivist theory states that humans cannot provide information that is directly understandable and usable, but humans must construct their own knowledge. As stated by Piaget (in Ultanir, 2012: 202) humans cannot be given information, which they immediately understand and use; instead humans must construct their own knowledge.

Knowledge according to Piaget must be learned by constructing or developing it empirically (Ultanir, 2012: 201). According to Piaget, the main function of the human mental (cognition) is formed through a process of development that is influenced by understanding, innovation and construction of reality. As stated Piaget follows; the essential functions of the mind are formed by developing a foundation consisting of understanding and innovation and constructing reality (Piaget, in Ultanir, 2012: 202).

Piaget assumed that knowledge is not static but is constantly growing and changing as students face new experiences that force them to build and modify their initial knowledge. Piaget prefers the formation of knowledge and the development of one's knowledge. Piaget highlights how a person slowly forms a scheme, develops a scheme, and changes the scheme through interactions with the environment.

Piaget states that in one's mind there is a schematic structure, a collection of schemas (initial knowledge). Schemas can develop continuously through adaptation to the environment. There are two processes of adaptation, namely the process of assimilation and accommodation. If new experiences are in accordance with one's scheme, the scheme is developed through an assimilation process,

which is the process of directly integrating new stimulus into the existing scheme. If the new experience is really different from the existing scheme, so the old scheme is no longer suitable to deal with the new experience, then the existing scheme is changed until there is a match. This process is called accommodation, which is the process of integrating new stimulus into a scheme that has been formed indirectly.

➤ *Vygotsky's Theory*

Lev Vygotsky (in Nur and Wikandari, 2008: 4) suggests four key principles in learning that play an important role. The four principles are: (1) the nature of sociocultural learning (the sociocultural of learning), (2) the closest zone of development (zone of proximal development), (3) scaffolding, (4) cognitive apprenticeship. The use of the four principles is because in this study emphasizes the activeness of students in participating in learning.

Like Piaget, Vygotsky also believes that intellectual development occurs when individuals are faced with new and challenging experiences, and when they try to solve the problems raised by those experiences. But unlike Piaget, Vygotsky gives a more important place in the social aspects of learning (Ibrahim and Nur, 2000). Vygotsky believes that social interaction with others will spur the formation of new ideas and enrich the intellectual development of students.

Vygotsky (in Palmer, 2005) considers that knowledge is basically obtained from social construction processes and learning takes place through specific social and cultural contexts, as Palmer stated ... knowledge is socially constructed and learning takes place in particular social and cultural contexts (Palmer, 2005: 1855). Social interaction according to Vygotsky will provide a way for children to interpret the physical environment and social environment, and students think based on specific ways that are used together in a specific social group.

According to Vygotsky, the relationship between individuals and the social environment in the historical process of individual development and social development is a dialectical interaction with the functional form as stated by Liu & Matthews below; "To Vygotsky, the relationship between the social and the individual in the historical processes of social and individual development is one of dialectical interaction and functional unification" (Liu & Matthews, 2005: 329).

The sociocultural nature of learning according to Vygotsky's view that students should learn through interaction with teachers and peers who are more capable. In the learning process of a constructivist approach, heterogeneous-capable learning groups will be formed, where each of these groups will be expected to interact with more capable friends. With the formation of learning groups in learning constructivist approaches, it is expected that students who experience difficulties can ask for help from their peers who are more capable, and vice versa,

students who are more capable will give an explanation to students who are less able.

In the learning process of a constructivist approach, teachers are encouraged to guide and give students the opportunity to think for themselves. As long as students try to think for themselves, that's where the teacher's role is to provide student support to achieve learning goals. Cognitive learning is a learning process whereby a person will gradually gain expertise in his interactions with an expert, both adults and peers who are higher in ability. In the learning process of a constructivist approach, students will gradually achieve expertise in their interactions with peers who are higher in ability, or with the teacher as an expert.

From the description above it is clear that the relationship between constructivist approaches with Dewey, Piaget, Montessori and Vygotski theories. The four theories above emphasize the activeness of students to build their own knowledge, emphasize the learning process lies with students while the teacher is only as a facilitator, and learning is emphasized on the process not the results.

III. RESEARCH METHOD

This type of research is development research. Research and development methods (Research and Development) are research methods used to produce certain products, and test the effectiveness of these products (Sugiyono, 2012). Research and development is a research strategy or method that is considered good enough to improve practice, especially in the field of education.

This development research is a research development of social studies teaching materials oriented constructivist approach which aims to improve learning outcomes of fourth grade elementary school students by using the Four-D Model developed by Thiagarajan and Sammel (1974), which are define, design, develop, and disseminate adapted into the 4-P Model, namely Definition, Design, Development and Dissemination (Trianto, 2007).

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The data collected is data about (a) data on the process of developing social studies teaching materials for grade IV elementary schools with a constructivist approach oriented to improving student learning outcomes; (b) the quality of teaching materials that are developed to fit the core competencies and basic competencies, and are adjusted to the needs of students. The quality of teaching materials can be seen from the material, presentation, linguistic, and graphic elements; (c) the implementation of social studies

teaching materials oriented constructivist approach to improve student competencies include teacher activities, teacher responses, student activities, student responses, and student learning outcomes, barriers and supporting factors for teaching material supplementation. Data collection techniques are a way that researchers use to collect research data. Data collection in this study uses the following techniques: documentation techniques, observation techniques, questionnaire technique, test technique

Data analysis activities in this study include analysis on; (1) the feasibility of the developed teaching material seen from the product; (2) as well as the effectiveness of social studies teaching materials oriented towards constructivist approaches to improve learning outcomes of fourth grade elementary school students.

The data analysis technique used in the research development of teaching materials is a qualitative-quantitative descriptive combination as follows: (1) Qualitative descriptive analysis, this analysis includes data analysis of the teaching material development process at the defining and designing stages. This analysis is used to answer the first problem statement, namely the feasibility of teaching materials, (2) Quantitative descriptive analysis, this analysis includes data analysis of validation results, questionnaire analysis, students and teachers, and analysis of the results of the application of teaching materials using research criteria.

IV. RESULT AND DISCUSSION

➤ *The Process of Developing a Learning Model*

The learning model developed in this study has been through a process using the 4-D development stage of Thiagarajan that has been modified into 3-D. The 3-D stage includes the defining stage, the planning stage, and the develop phase. At the defining stage the researcher obtains data about the conditions in the preparation of learning tools. The data was obtained from observations at the school where researchers conducted a limited trial at SDK Santo Xaverius Surabaya. This observation was carried out to compile a learning device that was adapted to the conditions or the way of learning of students of the Santo Xaverius Surabaya Surabaya at this time.

At the design stage, researchers had a little difficulty in linking between social studies learning models by including character values with the subject matter of ethnic and cultural diversity. Because, although there has been the development of similar learning models such as social studies, examples of ethnic and cultural diversity are still limited.

To overcome this obstacle, researchers consult competent experts. At the development stage the researchers conducted a limited trial for the developed learning model. At this stage students as objects of researchers are very enthusiastic in participating in learning activities. This is evident in the learning outcomes of students who have met classical learning completeness.

➤ *Validity of Learning Tools*

The steps in the lesson plan are designed to link the components of social studies learning by incorporating character values so that students are expected to be more active and get new colors in social studies learning so that more enthusiasm and mastery of learning can be achieved. Based on table 4.7 in chapter IV the results of the validation of the two validators obtained an assessment for the learning tools that have been developed. Assessments given by the two validators vary based on their opinions and perceptions of the learning tools that have been developed. In the results of the validation of Lesson plan category A on the material presentation aspects the validators gave a value of 4.00 because the validators considered the Lesson plan in accordance with the rules of writing the existing Lesson plan.

In the results of the validation of teaching materials there is a significant difference in the communicative sub-component (mean value 3.17) with the coherence sub-component and thought flow plot (average value 3.84). This significant difference is due to the communicative sub-component of the validators assessing that the teaching material developed is not yet communicative so it is feared learning is still one-way and does not involve students so that it will affect the level of student understanding. But in the sub-component of coherence and thought flow grooves the validators consider that the thought flow grooves are well discussed in the teaching material developed. In the Student worksheets validation results there are differences in the results of the evaluations of the validators in the category of the attractiveness of the material presentation with the category of print clarity. In the category of attractiveness of the material presentations the validators gave a value of 4.33. This is because the student worksheets is in accordance with the learning model of material on ethnic and cultural diversity by including character values.

➤ *Practicality of Learning Tools*

The results of the development of social studies learning models by including character values in the material diversity of tribes and cultures have met the practical criteria. For practicality, the second lesson plan of the validator has given a value of 4 because it is considered good.

➤ *Effectiveness of Learning Tools*

Further discussion of the results of field trials on student learning outcomes, student activities, teacher activities, and student responses are described as follows:

• *Teacher's Activity*

Based on the analysis of teacher activity during managing social studies learning by entering character values, it shows that overall the average value of teacher activity in managing learning is 3.36. This means that the teacher's activity in managing learning falls into either category. This is because the teacher before learning has prepared lesson plans, teaching materials, and Student Worksheets well. Preliminary aspects include the category

of "good" with an average of 3.78, this means that in conveying the learning objectives, motivating students and reminding the prerequisite material and providing information about the learning model to be used has been done optimally and this is because the teacher remind material to be learned with character values in daily life so students are motivated. The aspects of core activities are in the "good" category with an average of 3.64.

This is because at this stage the teacher can carry out social studies learning steps by optimally entering character values. Concluding aspects included in the category of "good" with an average of 3.17. This is because the teacher forms a question and answer session and conveys information about the material to be learned at the next meeting which is carried out optimally. The time management aspect is included in the category of "enough" with an average of 2.67. This is because there is a teacher in managing time that is not in accordance with the plans made. As in the third lesson plan RPP activities provide opportunities for students to solve problems and discuss or compare (check, correct, and select) answers with group peers, the teacher takes more time. Because when time runs out and Student Worksheets has to be collected many are not yet finished, so the teacher is forced to add a few minutes of time.

• *Student Activities*

Based on the description and analysis of the research data, it can be seen that student activities during three meetings, and included in the category of active student activities with an average of 63.33%. From the results of the study it can be seen that the active activities of students who get the least average is drawing conclusions of a procedure / concept that is equal to 10.42%. This is because students are still unfamiliar with this learning, so they find it quite difficult when going to conclude a concept from Islamic values that have been given as examples. Whereas in the category of passive student activities, listening / paying attention to the teacher / friend's explanation gets an average of 14.17%. This is because students are accustomed to the dominant learning process of paying attention and listening to the teacher's explanation. In carrying out activities, student activities can not be controlled by the teacher. This shows students tend to move (see) to see other group assignments. The solution to this problem is to keep going well in the assignments of each group, the teacher needs to pay attention to all students by going around, so that all students feel cared for. In this case both in individual or group activities, the teacher is sometimes too long in one person or a certain group, so that other students feel unnoticed. Teacher directions and warnings for students need to remain in their groups.

• *Student Learning Result*

Based on the student learning outcomes table in social studies learning by entering character values, a one-time post-test learning result test is performed. In this study as many as 8 students did not complete and as many as 28 students completed. This is because in social studies learning by incorporating character values not only learn

how to work on problems with formulas or concepts that are already available, but students feel that the subject matter of diversity in ethnicity and culture is easier to do with examples and concepts of character values that are has been implanted in them in their daily lives. So that learning is more meaningful for students.

• *Student Response*

Based on the analysis of student responses that have been stated previously, for trials in the field (table 4.14) shows that the assessment of students towards learning activities using social studies learning by entering the character values of the majority of students gave positive responses. It shows that in the aspect of student responses to the components of the implementation of the trials meet the effectiveness criteria with a percentage that is (1) happy after reading teaching material that is 100%, (2) happy after working on LKPD that is equal to 83.33%, (3) happy after collaborating in groups of 75%, (4) not happy with the learning atmosphere in the classroom that is equal to 58.33%, this is because there are some students who disturb students or other groups, so that the classroom atmosphere is not conducive and becomes crowded, (5) easy to understand teaching material that is equal to 69.44%, (6) easy for the questions given is 69.44%, (7) sentences in teaching material can be understood that is equal to 77.78%, (8) material teaching is related and in it there are values of Islamic character / religion that is equal to 88.89%, interesting to display the teaching material provided that is equal to 91.67%, (10) learning by using teaching materials that have been given can facilitate understanding the material ethnic and cultural diversity, namely: 80.56%, (11) sentences in LKPD can be understood in the amount of 75%, (12) LKPD is related and there are values of Islamic character / religion which is 88.89%, (13) interesting to display LKPD that is 91.67%, (14) if the material further uses social studies learning by entering character values then 58.33% states strongly agree, 36.11% states agree, and 5.56% states not agree. From the results above it can be stated that most of the students' responses to the KBM component expressed their enjoyment, ease, and interest in applied learning. Some students stated that they were not happy, not easy, and had no interest in the implementation but the percentage was small.

V. CONCLUSION

The feasibility of teaching materials developed with the 4-D model that has been modified into 3-D through a constructivist and curriculum-based approach in 2013 is feasible to be developed. Seen from various aspects, including aspects of content eligibility, linguistic aspects, graphic aspects, and aspects.

The effectiveness of teaching materials developed with the 4-D model that has been modified through a constructivist and curriculum-based approach in 2013 is very effective. It can be seen from the students' responses during the first and second trials that the students' responses to the teaching material were positive for almost all aspects.

Learning activities are increasing with the development of teaching materials that meet all the effectiveness criteria and stop trial activities in trial II. Based on trials I and II, it is known that students' responses to teaching materials are positive for almost all aspects. And it can be seen from the increasing learning outcomes through pretest and posttest.

Based on the results of the study, the suggestions put forward are as follows: (1) Teachers need to develop teaching materials and organize learning activities with a constructivist approach because it can provide encouragement to students to be more happy and enthusiastic in learning which can ultimately improve students' social studies learning ability; (2) This teaching material goes through two testing stages without going through the simulation stage, and is developed only up to the 3rd stage, namely the development stage (Develop), without going through the deployment stage (Disseminate). Therefore the teaching materials produced in this study still require trials in other schools with various conditions in order to obtain truly quality teaching materials and can be used as alternative teaching materials by teachers in grade IV elementary schools to teach cultural diversity. This research was conducted when the 2013 Curriculum was still undergoing adjustments and many changes, so that if further researchers wanted to develop teaching materials based on the 2013 Curriculum it was necessary to pay attention to the actual and current sources of the 2013 Curriculum especially regarding implementation, student and teacher books, and the 2013 Curriculum syllabus.

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