Active and Innovative Indonesian Language Learning Model for 8-Year-Old Children

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ABSTRACT: Mastery of Indonesian language skills for children is still a challenge for teachers and parents. Teachers need an effective learning model to improve Indonesian language skills and knowledge. This research aims to develop an active and innovative Indonesian language learning model for children aged 8 years by collaborating with the Numbered Heads Together, Sample Non-Examples, and Guess Words (NET) learning models. This research is a test of the effectiveness of the learning model with a small group trial study carried out at MI Kompa, and a large group trial carried out at MI Adda'wah and MIN I Sukabumi Parungkuda. Data collection techniques were carried out using a mixture of two types of data, qualitative and quantitative. The research results show that the development of the NET learning model in Indonesian language subjects has succeeded in improving children's learning outcomes. Therefore, the results of this study can be used as a starting point for further research. This study has limitations in using descriptive statistical data that do not yet explain the factors that influence the success of the proposed learning model. The results can also provide a basic approach to support further analysis of the impact of using learning strategies in the classroom, both in increasing student and teacher activity.

Keywords: numbered heads together, non-examples, guess the words, indonesian, eight-year-old children

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1 INTRODUCTION

Education is one of the efforts to build and improve the quality of human resources in the era of globalization which is full of challenges, so it is realized that education is fundamental for every individual. Educational activities cannot be ignored, especially in entering the era of increasing global competition. Good learning outcomes are one of the goals of education, which requires teachers to be more creative, and innovative in creating learning models so that they can attract students' interest in learning to produce students who have intelligence and skills. The intelligence and skills of students are obtained from teachers who succeed in creating a pleasant and professional atmosphere.

Success in the implementation of a curriculum is not only interpreted as applying it but also in the process of creating a good learning environment for each student. In the context of learning strategies, learning models are factors that can affect the effectiveness of individual student learning processes. Thus, for teachers, the use of learning models is important to pay attention to improving student activity and student learning outcomes. Meanwhile, based on the perspective of students, with the application of the learning model, they are more enthusiastic about following the learning process (Burns et al., 2014).

The reality in the field is that many teachers' teaching styles have not been maximized, so the learning process is not effective. Therefore, teachers are required to always continue to strive to improve learning management. The learning process that has not been maximized and is fewer interesting results in many low student learning achievements. This can be proven by the test results of students who are still much below the standard or Minimum Completeness Criteria (KKM) scores. The reason for the inaccuracy of teachers in using learning methodologies is that always use the lecture method. Another thing that concerns complaints about children's lack of skill in reading in learning Indonesian is still often felt there are still teacher complaints, especially in elementary schools about reading, because there are still children who cannot read well. The achievement of results that have not been maximized in learning reading skills in Indonesian subjects occurred in children in MI Kompa Parungkuda, MI Adda'wah Parungkuda, and MIN I Sukabumi, the average daily test score of Indonesian for the last three years has a score below KKM, which is set by the school. This can be sees at the following data (Table 1).

Table 1. Average Daily Test Scores Indonesian Grade 1 Children in the Last Three Years

School Name	Recapitulation	Years of Learning			Mean
		2013/2014	2014/2015	2015/2016	
Min I Sukabumi	KKM	70	70	70	70
	Class Completion Target (%)	80	80	80	80
	Attainment (%)	60	60	64	61
	KKM	65	65	65	65

Min Kompa Parungkuda	Class Completion Target (%)	80	80	80	80
	Attainment (%)	56	60	64	60
	KKM	60	60	60	60
Mi Adda'wah Parungkuda	Class Completion Target (%)	75	75	75	75
	Attainment (%)	52	54	60	55

Source: List of Daily Test Scores Indonesian Grade 1 Students at MIN I Sukabumi, MI Kompa Parungkuda, MI Adda'wah Parungkuda in Sukabumi Regency

Empirical data on several public and private MI in the Parungkuda area in the last three years, the daily repeat value of Indonesian below KKM. If sorted based on the average achievement of KKM in the last three years for MIN 1 Sukabumi 61%, MI Kompa Parungkuda 60%, and MI Adda'wah Parungkuda only 55%. This shows that there are indications that Indonesian language learning in these schools is experiencing obstacles in the target of achieving KKM. Thus, the purpose of this study is to develop a learning strategy that combines the NHT learning model with the Examples Non-Examples learning model and guess the word called the NET Model in grade 1 children in the Parungkuda KKMI area, Sukabumi Regency.

2 THEORETICAL STUDY

2.1 *Indonesian Learning*

Zulela (2012) explains the implementation of Indonesian learning as a tool for understanding elementary school teachers in carrying out Indonesian learning correctly. Development through formal education, starting from elementary school. This school level serves as a center for culture and literacy. While Santoso (2011), argues that a language is a communication tool that contains several characteristics, namely systematic, speech, human, and communication. As for Solchan et al., (2008) also revealed that Indonesian is the identity of Indonesian society and nation, which has its own characteristics that are different and not the same as other languages. The word language itself is often used in various contexts with various meanings.

Learning Indonesian according Saadie (2007) designed to equip children with the ability to speak Indonesian properly and correctly. Kurniawan (2015) describes learning Indonesian aims to make children have all four skills (reading, writing, speaking, and listening) in delivering material that is in accordance with the theme that has been determined in the curriculum. Next, Susanto (2016) explains the learning objectives of Indonesian in elementary schools, among others, aim to make children able to enjoy and utilize literary works to develop personality, broaden life horizons, and improve knowledge and language skills. Based on this theory, it can be synthesized that Indonesian learning is a system of sound symbols used as a means of communication between community members who have their own characteristics that are different and not the same as other languages that express their thoughts, feelings, and desires which are

systematic, where like, speech, human, communication, and language have the characteristics of meaning or meaningful-ness.

2.2 Numbered Heads Together

The Numbered Heads Together *learning model* was developed Spencer Kagan (Kagan, 1989). The *Numbered Heads Together learning* model is one of the cooperative learning models (Kurniasih & Sani, 2015). This model can be used as an alternative variation of the learning model by forming heterogeneous groups, each group consists of 3-5 children, each member has one number. Then the teacher asks questions to discuss together in the group by designating one of the numbers to represent the group. *Numbered Heads Together* (NHT) is a learning model where each child is given a number then a group is made then randomly the teacher calls the number of the children in the class (Hidayat, 2016).

The results of several studies that have been conducted previously stated that the NHT learning model is considered to be able to increase student activity in recent years, both at the elementary, junior high, high school, vocational levels (Iskatiana, 2017; Rahmawati et al., 2018; (Listiadi et al., 2019; Nursyamsi & Corebima, 2016). The NHT learning model is a variant of the group discussion method by providing opportunities for students to share ideas and consider the most appropriate responses. In other words, the NHT learning model can make every student ready and able to have serious discussions. Students who are good at teaching less intelligent students (Serdyukov, 2017). Thus, it can be synthesized that *Number Heads Together* is a learning model that uses numbered cards that are used on the child's head then a group is made then the teacher randomly calls the number of the child.

2.3 Examples non-examples

Kurniasih & Sani (2015) explained that the Examples *Non-Examples* learning model is a learning model that uses image media as its learning medium. This model aims to encourage children to learn to think critically by solving problems contained in examples of pictures that have been prepared in advance. According to Hidayat (2016), *Examples Non-Examples* is a learning model that uses examples taken from cases / pictures that are relevant to the Basic Competencies / Indicators to be discussed. Based on the theory above, the Examples Non-Examples *learning model can be synthesized* is the use of image media designed so that children can analyze the image to then describe the content of the image briefly. In accordance with the 6 levels of *Bloom Taxonomy of Learning Objectives*, the Examples Non *Examples learning model* at level 1 stage is *Knowing of Remember*, which is about *Examples* (Bloom et al., 1984).

2.4 Guess the Word

The media used is card media with a size of 10x10 cm. Then fill in the characteristics or other words that lead to the answer (term) on the card you want to guess. Make a 5x2 cm card to write the words or terms you want to guess (this card will be folded and taped

to the forehead or tucked in the ear). Based on the theory above, it can be synthesized the Word Guessing learning model is a learning model that uses a 10x10 cm card containing a question sentence that will be read to his partner's friend then another card measuring 5x2 as a card containing the answer to be guessed.

2.5 *Model NET*

This learning model is a collaborative learning model / a combination of three models, namely the *Number Heads Together model,* Examples Non-Examples, and Guess the Word which emphasizes children's activeness in the learning process. This model emphasizes the ability to train children to be able to work together, provide opportunities for children to be actively involved in the thinking process and in learning activities, improve children's ability to re-instill the concepts of the lessons they learn, and produce learning models that can attract children to overcome problems found in the learning process.

While innovative is learning that provides something new, different, so that children do not feel bored or monotonous and foster children's interest in solving a problem in ways, methods, techniques mastered by children with confidence. This model produces a learning model that can train children to actively participate in learning equally and requires children to cooperate with their group members so that responsibility can be achieved, so that all children are active in the learning process.

The learning process using the NET learning model begins with the teacher preparing numbered hats, cards made of cardboard, and pictures as props. This NET learning development model has the following steps: 1) The teacher conveys the competencies to be achieved; 2) The teacher provides initial material as an introduction; 3) The teacher groups the children into 5 groups of 4-5 people; 4) Each group is numbered 1-5; 5) Children sit according to their group and join their respective members; 6) The teacher shows pictures related to the material; 7) The child observes the picture of the zoo placed on the blackboard 8) After the picture is shown, the teacher gives time to study, analyze the picture; 9) The teacher calls two children with a certain number, then the child whose number corresponds raises his hand and the child comes to the front of the class; 10) Children stand in pairs with each holding a card of a different size, one child is given a card measuring 10x10 cm written with a sentence written in it, another child is given a card measuring 5x2 cm whose contents must not be read (folded) then attached to the forehead or tucked in the ear; 11) The child holding the 10x10 cm card reads the sentence written in it, while the partner guesses the question in question in the 10x10 cm card. The answer is correct when it matches the contents of the card affixed to the forehead or ear; 12) The child who correctly answers and reads the text or sentence correctly as written on the card may sit down. If it is not right at the appointed time, you can direct it in other words as long as you don't immediately give an answer; 13) Children do children's worksheets in groups according to the teacher's instructions; 14) Each group shows the results of their group work and then displays it on the portfolio board; 15) Provide reinforcement and conclusion of questions and answers about the material that has been

submitted; 16) The teacher reflects and makes conclusions from the material presented; 17) Working on the post-test; 18) Sing my cat three stripes; 19) Provide motivational messages; 20) Read the prayer before ending the lesson.

3 METHOD

This research is part of the research and development at the learning model testing stage in small and large groups. The research site consisted of three locations and two trials, namely limited trials carried out in class 1 of MI Kompa, while extensive trials were carried out in class 1 of MI Ad-dawah and MIN I Sukabumi located in Parungkuda District, Sukabumi Regency. . The research was conducted in the 2nd semester of the 2016-2017 academic year, namely from April 2017 to May 2017, the time planning for this research was based on the school's academic calendar.
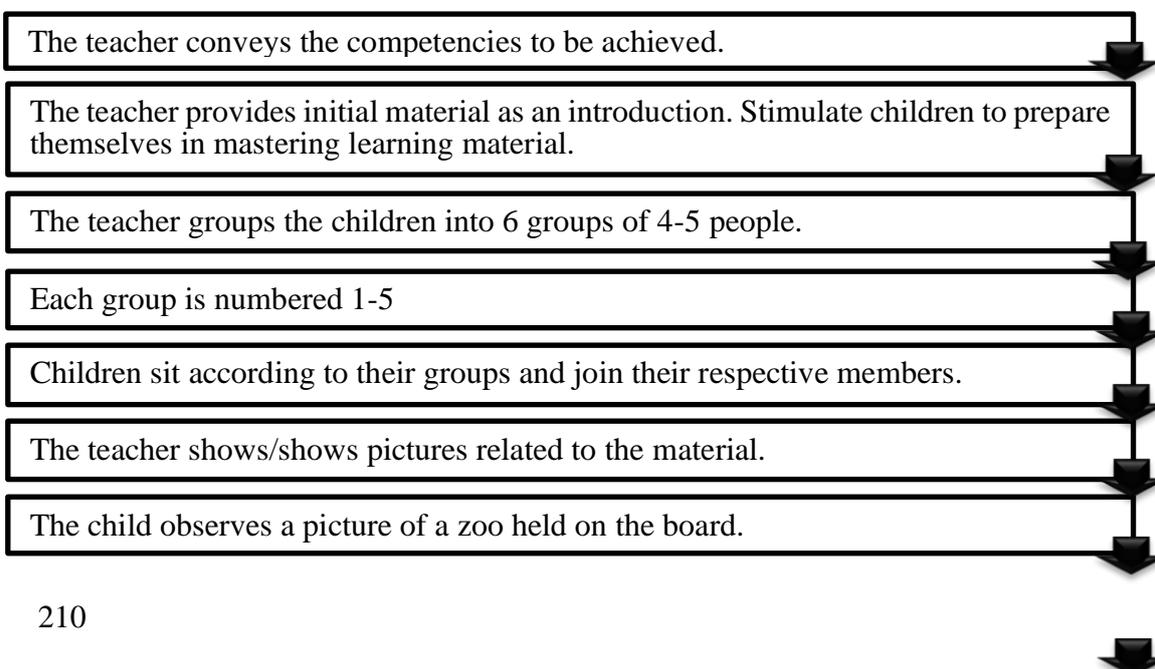
3.1 *Procedure*

A limited trial was carried out at MI Kompa Parungkuda precisely from 5 to 8 May 2017, carried out two actions and one competency test. Extensive trials were conducted at MI Adda'wah Parungkuda from 10 to 13 May 2017 and at MIN I Sukabumi from 18 to 20 May 2017 in three actions and one competency test.

3.1.1 *Technique Delphi 1*

The Delphi I technique is continued to expert judgment for content or material by submitting Learning Implementation Plans (RPP), cognitive, affective and psychomotor instruments. Input and revision of *expert judgment content* is to improve the stages in the final activity does not use *post-test*, because the initial activity does not use pretest. After revision of the draft RPP in acc and declared suitable for use in limited trials.

3.1.2 *Technique Delphi 2*

At the time of limited trials, the findings during the implementation of learning are reported to the expert for the model and according to the model expert there are several things that must be improved in the development of the NET learning model including:

The teacher conveys the competencies to be achieved.

The teacher provides initial material as an introduction. Stimulate children to prepare themselves in mastering learning material.

The teacher groups the children into 6 groups of 4-5 people.

Each group is numbered 1-5

Children sit according to their groups and join their respective members.

The teacher shows/shows pictures related to the material.

The child observes a picture of a zoo held on the board.

After the picture is shown, the teacher gives time to study, analyze the picture.

The teacher calls two children with random numbers.

Children stand in pairs holding cards of different sizes, one child is given a card measuring 10x10 cm written in it, another child is given a card measuring 5x2 cm whose contents should not be read (folded) then attached to the forehead or tucked in the ear.

The child holding the 10x10 cm card reads the question. Each group shows the results of their group work and then displays it on the portfolio boardnce written in it, while

The child who answers correctly is allowed to sit.

Children work on children's worksheets in groups according to the teacher's instructions.

Each group shows the results of their group work and then displays it on the portfolio board.

Provide reinforcement and conclusions about the material that has been presented

The teacher provides reflection and makes conclusions from the material presented.

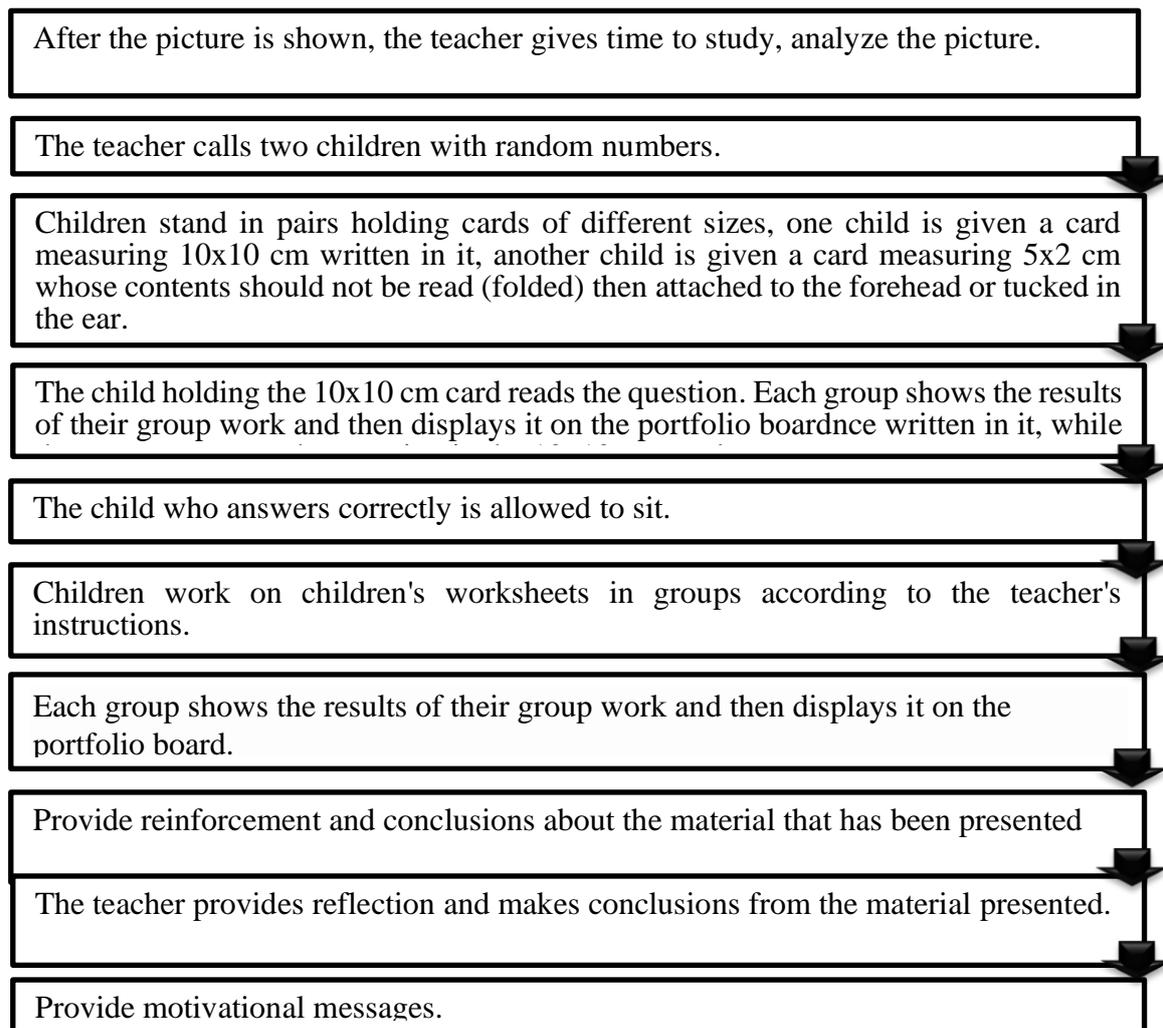Provide motivational messages.

Figure 1. NET Learning Model Development

4 RESULT AND DISCUSSION

4.1 *Extensive Trials in MI Adda'wah*

An extensive trial was conducted at MI Adda'wah Parungkuda Sukabumi District in May in 3 actions consisting of 2 learning processes and 1 competency test, which was attended by 25 grade 1 children. Extensive trials are planned by establishing basic competencies, district learning materials, steps of learning activities to be implemented in grade 1. Learning planning is a plan to condition children well so that children are active and creative in learning activities that refer to the Learning Implementation Plan (RPP) that has been made.

Assessment of children's cognitive learning outcomes in the first action as many as 84% of children achieved KKM scores. The assessment of affective learning outcomes was declared successful because the classical completeness value of children was 80% and the child's psychomotor assessment was successful by obtaining data of 84% of children's scores reaching KKM. Meanwhile, the assessment of children's cognitive

learning outcomes in the second action as many as 86% of children achieved KKM scores. The assessment of affective learning outcomes was declared successful because the classical completeness value of children was 89% and the child's psychomotor assessment was successful by obtaining data on 93% of children whose scores reached KKM.

4.2 *Extensive Trials in MIN I Sukabumi*

An extensive trial was conducted at MIN I Sukabumi, Parungkuda District, Sukabumi Regency in May in 3 actions consisting of 2 learning processes and 1 competency test, which was attended by 28 grade 1 students. Assessment of children's cognitive learning outcomes obtained as many as 86% of children achieved KKM scores. The assessment of affective learning outcomes was declared successful because the classical completeness value of children was 89% and the child's psychomotor assessment was successful by obtaining data on 93% of children whose scores reached KKM.

4.3 *Model and Target Effectiveness Testing*

After limited trials and extensive trials, learning results were obtained on cognitive aspects, from all series of activities, there was a significant improvement between before and after using the NET model, both in limited trials at MI Kompa, and in extensive trials at MI Adda'wah and MIN I Sukabumi. Improved cognitive learning outcomes can be seen in the graph below.
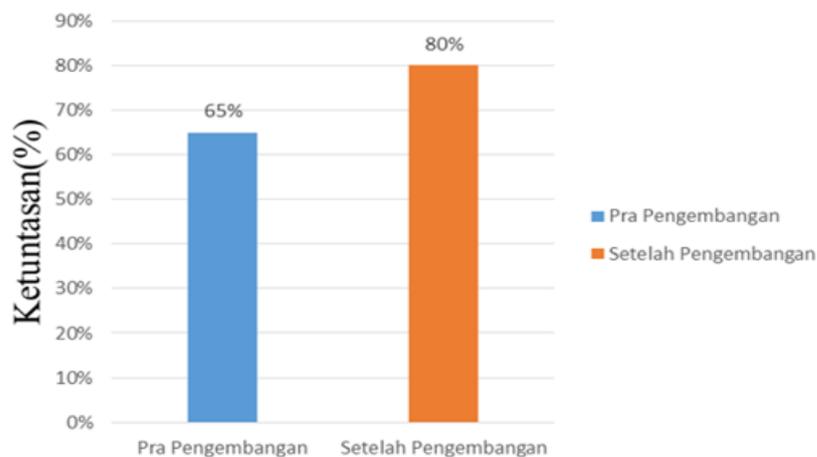
4.4 *Cognitive Learning Outcomes*

Figure 2. Cognitive Learning Outcomes in Limited Trials at MI Kompa Parungkuda
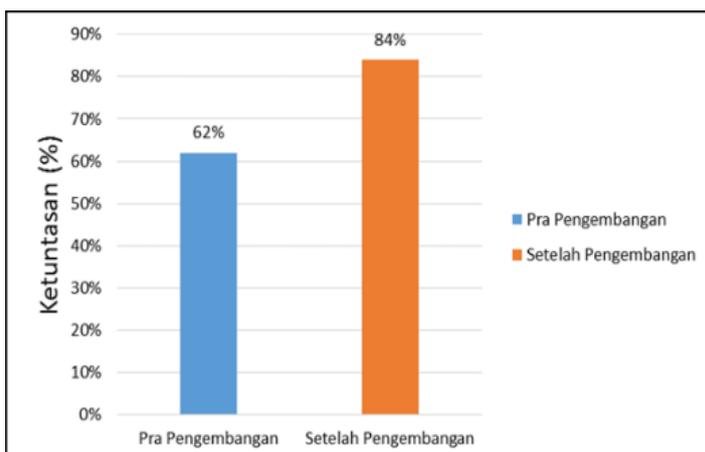
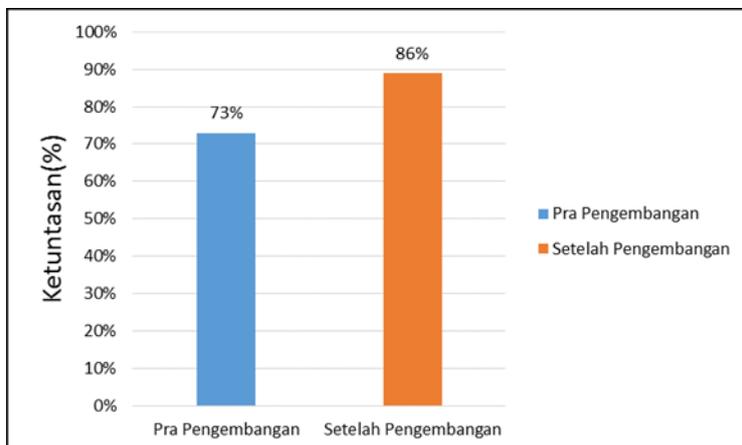Figure 3. Cognitive Learning Outcomes in Extensive Trials at MI Adda'wah

Figure 4. Cognitive Learning Outcomes in Extensive Trials at MIN I Sukabumi

Based on the results of the graphs above, it can be concluded that there is an increase in cognitive learning outcomes before and after the trial. This shows that learning activities using the development of the NET learning model improve children's learning outcomes in Indonesian lessons.

4.4.1 *Affective Learning Outcomes*

Based on limited trials and extensive trials, affective learning results were obtained. The affective learning outcomes of children in the limited trial at MI Kompa reached a completeness rate of 76%. The affective learning outcomes of children in the extensive trial at MI Adda'wah reached a completeness level of 80%, while the affective learning outcomes of children in MIN I Sukabumi reached a completeness level of 89%. Affective learning outcomes have improved starting from limited trials and wider trials.

4.4.2 *Psychomotor Learning Outcomes*

Psychomotor learning outcomes were measured on each action is 3 times during limited trials and extensive trials. Measurement of psychomotor learning outcomes uses a reverse rating scale, provided that a score of 5 if the child is considered to have performed the skill very well, a score of 4 if good, a score of 3 if sufficient, a score of 2 if less, and a score of 1 if less once for each aspect of the skill. Children's psychomotor learning outcomes in limited trials at MI Kompa reached a completeness rate of 88%. Children's psychomotor learning outcomes in extensive trials at MI Adda'wah reached a completion rate of 84%. Meanwhile, the psychomotor learning outcomes of children at MIN I Sukabumi reached a completeness rate of 93%.

4.4.3 *Children's Learning Enthusiasm*

In addition to the results of cognitive, affective, and psychomotor learning of children, in this study observed children's enthusiasm for each action both in limited trials, and in broad trials. The average results of children's enthusiasm can be seen in the Table 3.

Table 3. Average Results of Children's Enthusiasm

No	School Name/ Trial	Percentage		
		Action I	Action II	Mean
1	MIS Kompa	85,71	94,86	90,29
2	MIS Adda'wah	84,57	90,86	87,72
3	MIN I Sukabumi	95,43	98,86	97,15

Based on the table above, in the first action of the limited trial the average *child off* task was 14.29% and *on task* was 85.71%. While in the second action, the average *activity off* task was 5.14% and *on task* was 94.86%. The implementation of extensive trials in MI Adda'wah in the first action obtained an average result *of children off* task of 15.43% and *on task* of 84.57%. While in the second action, the average *off-task* activity was 9.14% and *on task* 90.86%. The implementation of extensive trials at MIN I Sukabumi in the first action obtained an average result *of off task* 4.57% and *on task* of 95.43%. While in the second action, the average *activity off* task was 1.14% and *on task* was 98.86%. Thus, it can be concluded that children's enthusiasm for learning at the time of learning using the application of the NET model during limited trials and broad trials can be categorized as very high.

In this learning process, students see the results of completeness individually. From the results of obtaining these evaluation values, it can be said that learning using the NET model has succeeded in increasing children's activeness in the learning process. This is because children quickly understand the material, are active and involved in learning activities. The learning outcomes obtained by children certainly prove that collaborative learning models from the Numbered Heads Together, Examples Non-Examples *and Guess the Word* models increase learning outcomes and children's enthusiasm in learning.

5 CONCLUSION

Based on the results of the study, it can be concluded that research and development (Research and Development) produces a recommended model, namely the development of the NET learning model. The NET model as one of the choices of learning models that can improve children's learning outcomes. Therefore, model teachers or class teachers play a very important role in leading children to be active, creative, and innovative. Model teachers must be able to act as mobilizers where children are continuously encouraged to be more enthusiastic in learning so that children feel moved to always want to learn and learn to improve children's learning outcomes. From a theoretical perspective, the study shows the successful application of new learning models. Meanwhile, in terms of practice, the results of this research can be used by elementary schools to design and improve the teaching and learning process in the classroom. The results of this study show that the

combination of NET models can support the improvement of teaching and learning effectiveness in elementary schools, especially elementary schools in Indonesia. In addition, this study also shows that children can interact with other students and develop creative thinking skills. Therefore, the results of this study can be used as a starting point for further research. This study has limitations in using descriptive statistical data that do not yet explain the factors that influence the success of the proposed learning model. The results can also provide a basic approach to support further analysis of the impact of using learning strategies in the classroom, both in increasing student and teacher activity.

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