

Improving Learning Activities and Writing Skills in Indonesian Language Content the Environmental Theme of Our Friends Using the Proton Model at Sdn Hatungun 1 Tapin



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ABSTRACT: Learning activities have a big influence on the success of a lesson, this also has a big influence on students' writing skills. But in fact, the method used when learning is still one-way, learning is less meaningful so that students are unable to find ideas/ideas into written form, students' writing interest is low because they use multiple choice questions, many students are still not correct in determining the choice. words (diction) in a sentence, the placement of punctuation marks is not right and they don't understand what a nonfiction story is. This study aims to determine the increase in learning activities and writing skills of elementary school students using the PROTON model. This study uses a qualitative research approach with the type of research in the form of Classroom Action Research which consists of four meetings, data analysis uses two methods, namely qualitative and quantitative. The results showed that by using the PROTON model on the Indonesian content of the Friends of Our Environment Theme there was an increase in student learning activities at the fourth meeting, namely 87.5% in the very active category and in students' writing skills at the fourth meeting as much as 93.75% in the very category. good. The results of this study are expected to be used as an alternative in improving the learning activities and writing skills of elementary school students, especially in the Indonesian content of the Environmental Theme of Our Friends in grade 5.

KEYWORDS: Learning Activities, Proton Learning Model, Indonesian Language, Writing Skills, Nonfiction Stories.

INTRODUCTION

Ideal learning is learning that is able to encourage the creativity of children as a whole, make students active, achieve learning objectives effectively and take place in pleasant conditions. In learning, students should be able to pay close attention, actively students ask and answer, listen well and students are able to master several skills, one of which is *writing activities* or writing skills (Sadirman, 2014:101)

According (Sugiharti & Wulandari, 2017: 02) in the skill of writing narrative essays, there are several indicators that need to be considered in its implementation, while the indicators for writing narrative essays include: 1) content/ideas; 2) conformity of the content with the title; 3) diction (word choice); 4) the neatness of deafness; 5) spelling and punctuation; 6) describe the character; 7) background depiction; 8) groove. By mastering each of these indicators students will easily master the skills of writing narrative essays.

This expectation is in contrast to the facts on the ground which show that learning Indonesian, especially the material for writing non-fiction narrative essays in grade 5 at SDN Hatungun 1, Tapin Regency, really needs serious attention and handling. Of the 16 students, it can be seen from the results of observations with interviews with the homeroom teacher of class V, that at this time most of the students are passive, easily bored, and have low writing skills. To measure students' ability in writing skills, questionnaires were filled out, on the questionnaire there were several indicators of writing skills, namely; 1) content/ideas; 2) conformity of the content with the title; 3) diction (word choice); 4) the neatness of deafness; 5) spelling and punctuation; 6) describe the character; 7) background depiction; 8) groove. From the results of filling out the questionnaire, there were several fifth grade students for the 2020/2021 academic year in semester 2 of the 16 students, there were only 7 students or 43.75% whose answers were satisfactory. The remaining 10 students or 56.25% of the answers were unsatisfactory, and most of the students were wrong in answering the questionnaire on word selection, spelling and punctuation, and ideas.

If this problem is not addressed, it is feared that it will have an impact on not achieving the learning objectives and the low writing skills of students. In addition, students will also have difficulty understanding related material in which non-fiction stories often appear as questions on the national examination.

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To overcome the problems described above, it is necessary to improve the learning process. One solution is to use a learning model that has variations and is in accordance with the characteristics of students so that students will more easily understand the lesson and master writing skills well. The selection of the right learning model will affect success in achieving learning objectives, this is in line with the opinion of (Aslamiah & Agusta, 2015:64) who argue that the selection of the right learning model will make students more motivated in learning, challenged to cause students to become more motivated. active in learning.

By considering some of the problems above, a suitable combination of models to be applied to non-fiction story material is the PROTON model which is inspired by a combination of three models, namely the *Problem Based Learning (PBL) model*, *Cooperative Integrated Reading Composition (CIRC)* and *Numbered Head Together (NHT)*. PBL is learning by using students' thinking skills to solve problems in real-world challenges. The ability to face everything new so as to be able to develop the ability to think on an ongoing basis (Rusman, 2013: 232). Implementation of this learning model, students are active in problem-solving, which means that learning is student-centered. The problems presented are real problems that students can encounter in everyday life, thus making it easier for students to find ideas/ideas to be written in the form of non-fiction stories.

The CIRC learning model in essence is prioritizing group work that allows students to improve their problem-solving skills. The CIRC learning model can help weak students so that students can help each other. The development of CIRC in writing and language arts lessons is to design, implement and evaluate a writing process approach to writing and language arts lessons that will take advantage of the presence of classmates (Halimah, 2014:30)

According to (Noorhapizah, Sukma, Agusta, & Pratiwi, 2019:96) the NHT learning model is a learning model that emphasizes cooperation and eliminates domination between students, and creates pleasant learning conditions. With the descriptions above, it is hoped that the application of this combination of learning models can train students' writing skills, provide meaningful learning, and can also trigger student activity. In addition, the application of this model takes into account the high grade of elementary school-age children, so that the application of this model can run optimally. This is in line with the opinion of presented by (Purwanti, Aslamiah, Suriansyah, & Dalle, 2018) "*Developing students' personalities to achieve learning is a goal worth considering in determining the learning strategies to be used*", which means recognizing students' personalities is a very important thing. worth considering in determining the learning model.

From some of the descriptions above, it can be seen that there are many problems that need to be overcome and for that, it is necessary to take action to overcome the problems that occur. Therefore, research was carried out with the title: Improving Learning Activities and Writing Skills in Indonesian Language Content the Environmental Theme of Our Friends Using the PROTON Model at SDN Hatungun 1 Tapin

METHOD

The approach used in this study is a qualitative approach, according to (Sugiyono, 2016: 15) qualitative research is a research method that is carried out naturally, develops as it is, and is not manipulated by researchers. The type of research is classroom action research. According to (Suriansyah, 2013: 9) classroom action research has the aim of improving the quality of education in the classroom itself. This is also supported by (Jannah, 2015: 29) classroom action research has the aim of solving learning problems that occur in the classroom by prioritizing the creativity of a teacher. The purpose of classroom action research is to solve problems directly, improve the quality of learning in the classroom, develop the professional attitudes of educators and improve the quality of education in schools (Jannah, 2015: 29). Meanwhile, according to (Arikunto, Suhardjono, & Supardi, 2016: 26) in its implementation, classroom action research has four stages that are commonly passed, namely 1) planning, 2) implementation, 3) observation, and 4) reflection.

This classroom action research is conducted at SDN Hatungun 1 Tapin class V for the 2020/2021 academic year by taking research subjects for as many as 16 students. This research was conducted for four meetings, assisted by the homeroom teacher of class V as an observer. The research was conducted on the topic of the environmental theme of our Friends through the application of the PROTON model. There are two types of data presented in this study, namely qualitative and quantitative, (1) qualitative data, namely data on student activities in learning process activities. Qualitative data was obtained by using the observation technique carried out by the observer using the observation sheet and its rubric. (2) Quantitative data in the form of student learning outcomes obtained through writing skills tests at the end of each meeting. Data collection is carried out at the end of each lesson at each meeting. Using individual student observation sheets in learning with an assessment rubric that has been prepared by the researcher. Student activities are said to be successful if they reach a minimum completeness of 80%.

RESULT

The results of this study indicate that by using the PROTON. model on non-fiction story material for fifth graders at SDN Hatungun 1 Tapin can increase student activities and writing skills at each meeting.

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1. Student Activities

Observation of student activities was carried out by the homeroom teacher of class V who served as an observer. For information on student activities, it is determined by calculating the number of scores obtained by students. Based on data obtained from observer observations when students participate in the learning process in group work there are various results of individual student activities that are still in the less active, moderately active, active, and very active categories. then student activities in the learning process can be seen in the following graph:

Table 1. Tendency to Increase Student Activity

| Meeting | Qualifications Achievement Percentage | Description |
|---------|---------------------------------------|-------------|
| 1 | 56,25% | Fairly |
| 2 | 68,75% | Good |
| 3 | 75,00% | Good |
| 4 | 87,50% | Very Good |

From the table above, it can be seen that the increase in student activity gradually improved at each meeting. At the first meeting, students with active and very active criteria had not reached the 80% completeness criteria, there were still many students who were trapped in the less active and moderately active criteria which exceeded 30% or as many as 6 students.

At the second meeting, there was an increase with the addition of one student with very active criteria as many as 1 student, and students who were in the moderately active criteria decreased from 25% to 18.75%. Even so, student activities still have not reached the classical completeness criteria of as much as 80%.

At the third meeting, there was another decrease in the criteria of being less active and quite active, there were even no more students who were on the criteria of being less active. Although it still has not reached the criteria for completeness because only 75% of students have completed it.

At the fourth meeting, there was a massive spike, as many as 81.25% of students were in the active criteria and there were only 6.25% of students who were in the moderately active criteria so that at this fourth meeting the students had achieved the completeness criteria with satisfactory results.

2. Non-Fiction Story Writing Skills

Based on the observations of students' non-fiction story writing skills using the PROTON model, it is known that the achievement of students' skill scores is in the following table:

Table 2. Tendency to Improve Writing Skills

| Meeting | Qualifications Achievement Percentage | Description |
|---------|---------------------------------------|-------------|
| 1 | 50% | Fairly |
| 2 | 62,50% | Good |
| 3 | 75,00% | Good |
| 4 | 93,75% | Very Good |

From the graph above, it can be seen that the student's writing skills at each meeting have increased, at the first meeting there were only 50% were completed, namely students who were on the skilled and highly skilled criteria. Then at the second meeting, students who completed increased to 56.25%. The increase from meeting 1 to meeting 2 still has not reached 80% completeness.

At meeting 3, students who completed increased to 75% which was originally only 56.25%. At meeting 4 there was a fairly massive spike, from 75% increasing to 93.75% and having exceeded the 80% completeness criteria.

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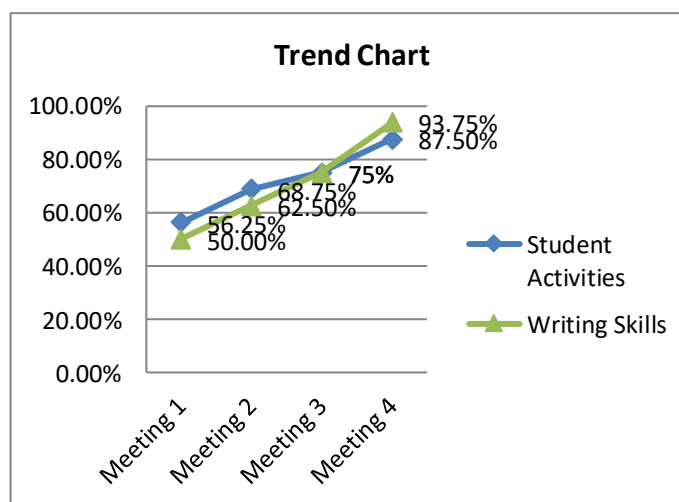


Figure 1. Graph of Results Trends in All Aspects

Based on the graph above, shows that there is a functional relationship between student activities and students' writing skills. If students' activities are more active in participating in learning using a combination of the PROTON on Theme 8 Our Friendship Environment, students' writing skills will increase. It is increasingly clear that the application of using a combination of the PROTON in Theme 8 Our Friendship Environment can improve student learning outcomes. Therefore, it can be concluded that the student's writing skills at meeting 4 have achieved a significant improvement and have achieved indicators of success with satisfactory results. This is because at every meeting the teacher always corrects actions and tries to increase the frequency of students who are in the complete criteria.

DISCUSSION

Some relevant research that can strengthen this research is as follows.

The results of (Hairi, 2016) which applied the PBL learning model combined with NHT in Indonesian subjects with the title "*Meningkatkan Kemampuan Menemukan Kalimat Utama Melalui Membaca Intensif dengan Menggunakan Model Pembelajaran Problem dan Numbered Head Together di Kelas IV SD Wayau*" showed that there was an increase in student activity, in the first cycle there was an increase from 66% to 77%, in the second cycle there was an increase from 77% to 86%.

The results of (Sumardi, 2020) which applies the PBL learning model to Indonesian language learning with the title "*Penerapan Model Pembelajaran Problem Based Learning(PBL) Untuk Meningkatkan Keaktifan dan Hasil Belajar Bahasa Indonesia Siswa Kelas III A SDN 219 Bengkulu Utara Tahun Pelajaran 2018/2019*" shows that there is an increase in student activity. In the first cycle, active students reached 25%, while in the second cycle active students reached 80% where there was an increase of 55%. Likewise with student learning outcomes, in the first cycle obtained students who complete as much as 40%, while in the second cycle have reached 80% which means there is an increase of 40%. This shows that the higher the student activity, the better the learning outcomes.

The results of (Juliati, 2015) which apply the PBL learning model to Indonesian language learning with the title "*Penerapan Model Problem Based Learning (PBL) Untuk Meningkatkan Aktivitas dan Hasil Belajar Siswa SD Negeri 1 Kecamatan Peudada Kabupaten Bireuen*". It shows an increase in student learning activities in the first cycle of learning 1 by 80.36% and in the second cycle of learning an increase of 83.93%. While in the second cycle of learning 1 there was an increase of 96.64% and in learning 2 a significant increase of 98.21%. The learning outcomes also increased, in the first cycle there were 22 students from 35 students who completed (62.86%). While in the second cycle showed a drastic increase, there were 35 students who completed (100%).

The results of (Relinda, 2017) which applies the CIRC model to Indonesian language learning with the title "*Peningkatan Keterampilan Membaca Pemahaman Melalui Metode Cooperative Integrated Reading and Composition*", shows that 1) improving the reading comprehension learning process 2) improve the reading comprehension skills of fifth graders at SD Negeri Sawit. The improved reading comprehension learning process has increased, namely, students are more active in responding, asking questions, and collaborating in group work. The increase in reading comprehension skills in the first cycle was 14, which in the initial condition was 58, and increased to 72 with a percentage of 52%. After being corrected in the second cycle, the average value of the class increased by 19, which in the initial condition was 72, it increased to 77 with a percentage of 79%.

The results of research by (Kamariana, Halidjah, & Sugiyono, 2017) who applied the CIRC model to Indonesian language learning with the title "*Peningkatan Keterampilan Membaca Pemahaman Menggunakan Model Cooperative Integrated*

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Reading and Composition di Sekolah Dasar Pontianak" showed that the teacher's ability to develop lesson plans using the cooperative model integrated reading and composition obtained an average score, namely in the first cycle of 3.54, the second cycle of 3.85, an increase of 0.31 from the first cycle, the third cycle of 3.90 with a very good category, an increase of 0.5 from the second cycle. The teacher's ability to carry out learning using the Cooperative Integrated Reading and Composition model obtained an average score of 3.79 in the first cycle, the second cycle 3.81, an increase of 0.02 from the first cycle, the third cycle 3.93 with a very good category increased 0.12 from cycle II. Improving students' reading comprehension skills in the form of evaluation using the Cooperative Integrated Reading and Composition model obtained an average score of 66.80 in the first cycle, 75.39 in the second cycle, an increase of 8.59 from the first cycle, the third cycle of 76.95 increased by 1.56 from cycle I.

1. Student Activities

Based on observations on student activities in learning at each meeting using a combination of the PROTON model which was carried out in 4 meetings on non-fiction story material in class V, students could become more active.

Student activity at meeting 1 was on the criteria of being active enough so it was still not able to achieve the expected success indicators. At meeting 2, student activities were already on the active criteria but had not yet reached the expected success indicators. Furthermore, student activities at meeting 3 were on the active criteria and had not yet reached the indicators of success. At the 4th meeting, the students' activities were in the very active criteria and had succeeded in achieving the expected success indicators.

Referring to the data obtained, it can be concluded that student activities at meetings 1 and 2 still have not achieved the indicators of success, at meeting 3 also have not reached the indicators of success, while student activities at meeting 4 have achieved the expected indicators of success.

A teacher factor who always reflects at each meeting has a positive impact on a higher-quality learning process. This encourages students to be able to master the subject matter being studied, be motivated to solve problems, plan alternative problem solving and hone communication skills for the better. This is also reinforced by the opinion of (Aslamiah & Agusta, 2015: 63) revealing that success in increasing student activity cannot be separated from the role of the teacher to foster a learning atmosphere, increase student contributions in the learning process and organize the learning process optimally.

2. Writing skills

Based on student learning outcomes for 4 meetings using the PROTON learning model, it is known that at each meeting students experience an increase. This is because the teacher always reflects at each meeting in order to improve performance at the next meeting. This is also in line with the opinion of (Suriansyah, Aslamiah, Sulaiman, & Noorhafizah, 2014: 219) which states that the role of the teacher is to always make improvements to the way of teaching in order to achieve learning objectives so that student learning outcomes increase because they respond well to each learning process in the form of cognitive, affective and psychomotor aspects.

CONCLUSION

The classroom action research and discussion as described above show the results that the application of the PROTON learning model to fifth-grade students at SDN Hatungun 1 Tapin is able to increase student activity, rhyme writing skills, and learning outcomes for each meeting so that they are able to achieve the predetermined indicators of success. by researchers.

Teachers should be able to use varied learning models to improve student learning outcomes in thematic learning. The learning model in addition to increasing student activity can also improve student learning outcomes in each learning activity. Principals should be able to assist teachers in improving the quality of student learning by providing guidance and coaching in applying various learning models to carry out learning activities that can improve the quality of learning outcomes and the quality of education. To other researchers, the results of this research should be used in such a way and become one of the reference materials to help write scientific papers or other tasks that are being worked on (Noorhapizah et al., 2019).

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