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IMPLEMENTATION OF EXPOSITORY LEARNING TO INCREASE THEMATIC LEARNING RESULTS THEME 1 MYSELF SUB THEME 1 ME AND A NEW FRIEND IN THE THEMATIC LESSON IN CLASS I MIN 3 CIJANTUNG IN 2018/2019

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Abstract

The problems to be studied in this study are: (a) Does expository affect thematic learning outcomes for Class I students? (b) How is the influence of the expository on the mastery of thematic material in Grade I students? Meanwhile, the objectives of this research are: (a) To reveal the effect of expository on thematic learning outcomes in Grade I students. (b) To reveal the effect of expository learning on mastery of thematic material in Grade I students. This study usesaction researchas much as three rounds. Each round consists of four stages, namely: design, activities and observations, reflection, and revision. The target of this research is the students of Class I SD Negeri. The data obtained in the form of formative test results, observation sheets of teaching and learning activities. From the results of the analysis, it was found that student learning achievement increased from cycle I to cycle III, namely, cycle I (67%), cycle II (75%), cycle III (92%). The conclusion of this research is the application of expository can have a positive effect on the achievement and learning motivation of Class I students and this learning model can be used as an alternative thematic learning.

Keywords: *Thematic , expository method*

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INTRODUCTION

The teaching method that the teacher uses in every class meeting is not arbitrary, but has gone through a selection that is in accordance with the formulation of specific instructional objectives. It is rarely seen that teachers formulate goals with only one formulation, but surely teachers formulate more than one goal. Therefore, teachers always use more than one method. The use of one method is used to achieve one goal, while the use of another method is also used to achieve other goals. That is how it is, in accordance with the will of the teaching objectives that have been formulated.

The quality of education, as one of the pillars of meaningful human resource development, is very important for national development. It can even be said that the future of the nation depends on the existence of quality education that takes place in the present. Quality education will only emerge from quality schools. Therefore, efforts to improve the quality of schools are the central point of efforts to create quality education for the sake of creating a quality workforce as well. In other words, efforts to improve the quality of schools are actions that never stop, anytime, anywhere and under any conditions.

In an effort to improve the quality of schools, educational staff which includes educators, education unit managers, supervisors, supervisors, researchers, technical learning resources, are

expected to play a proper role and as qualified education personnel. Qualified educators/teachers are educators/teachers who are capable, and skilled in carrying out their duties.

The main task of the teacher is responsible for helping students in terms of learning. In the teaching and learning process, it is the teacher who delivers lessons, solves problems that occur in class, makes evaluations of student learning, both before, during and after lessons take place (Kushandayani, 2020) . To play a role and carry out these tasks, a teacher is expected to have high professional abilities. In this connection, to get to know their students well, teachers need to have the ability to make a diagnosis and know well the most effective ways to help students grow according to their respective potentials.

The learning process carried out by the teacher is indeed different in scope, but in the context of teaching and learning activities they have the same task. So the task of teaching is not just pouring out lesson material, but *teaching is primarily and always the stimulation of the learner* (Halim, 2018), and teaching can not only be assessed by the results of mastery of subjects, but the most important thing is the child's personal development, Even if you learn a good lesson, it will give you the experience of generating a variety of constructive qualities, attitudes and abilities.

With the achievement of the objectives and quality of learning, it is said that the teacher has succeeded in teaching. The success of teaching and learning activities is of course known after an evaluation is carried out with various factors in accordance with the formulation of several learning objectives (Budiningsih, 2005). The extent to which the level of success in teaching and learning can be seen from the absorption of students and the percentage of success of students in achieving specific learning objectives. If only seventy-five percent or more of the number of students who take part in the teaching and learning process achieve a low level of success (below the minimum level), then the next teaching and learning process should be reviewed.

Every time they teach, teachers need to make teaching preparations in order to carry out part of the monthly plan and yearly plan. The preparation contains the objectives of teaching, the subject to be taught, teaching methods, learning materials, teaching aids and evaluation techniques used. Therefore, every teacher must understand correctly about the purpose of teaching, specifically choosing and determining teaching methods according to the objectives to be achieved, how to choose, determine and use teaching aids, how to make tests and use them, and knowledge of evaluation tools (Marbun et al., 2018).

This can be achieved if in teaching and learning activities, teachers always use learning technology that is not fixated on only one teaching method in delivering material with the aim that the material being taught can be easily absorbed by students.

Especially in thematic learning, so that students can understand the material presented by the teacher well, the teacher can choose one or a combination of several learning methods, the teacher will begin to open the lesson by conveying the keywords, the objectives to be achieved, then explain the contents and end with give questions to student (Yamin, 2005).

From the background of the problem, the researchers felt compelled to see the effect of expository on student achievement by taking the title "Implementation of Expository Learning to

Improve Thematic Learning Outcomes Theme 1 Myself Sub Theme 1 Me and a New Friend in Thematic Lessons for Class I Students MIN 3 Cijantung 2018/2019 year".

This study aims to reveal the effect of expository learning on mastery of thematic subject matter in Grade I students in the 2018/2019 academic year. The benefits of research are to provide responsibility and a sense of justice for teachers in terms of the learning process while still adhering to an understanding that students need the teacher's attention.

METHOD

This research isaction research, because the research is conducted to solve learning problems in the classroom. This research also includes descriptive research, because it describes how a learning technique is applied and how the desired results can be achieved.

According to Oja and Sumarjan (Suyono, 2018) group action research into four types, namely, (a) teachers as researchers; (b) collaborative action research; (c) integrated simultaneous; (d) experimental social administration.

In this action research using the form of the teacher as a researcher, the full person in charge of this research is the teacher. The main purpose of this action research is to improve learning outcomes in the classroom where the teacher is fully involved in research starting from planning, action, observation, and reflection.

In this study, the researcher did not cooperate with anyone, the presence of the researcher as a teacher in the class as a permanent teacher and carried out as usual, so that students did not know that they were being studied. In this way, it is hoped that the data will be as objective as possible for the validity of the required data.

RESULT AND DISCUSSION

The research data obtained were in the form of test item test results, observation data in the form of expository management observations, and student formative test data in each cycle.

The data from the test item test items are used to get a test that truly represents what is desired. This data is then analyzed for the level of validity, reliability, level of difficulty, and distinguishing power.

Formative test data to determine the increase in student achievement after expository applied.

A. Item Analysis of Questions

Before carrying out data collection through research instruments in the form of tests and getting a good test, the test data were tested and analyzed. The trial was conducted on students outside the research objectives. The analysis of the tests carried out includes:

1. Validity

   The validity of the items is intended to determine the feasibility of the test so that it can be used as an instrument in this study. From the calculation of 46 questions obtained 16 invalid questions and 30 valid questions. The results of the validity of the questions are summarized in the table below.

Table 1. Valid and Invalid Questions Student Formative Test

Valid Questions Invalid	Questions
1, 4, 5, 6, 7, 9, 10, 11, 12, 13, 14, 17, 19, 21, 23, 25, 26, 27, 28 , 29, 30, 36, 37, 38, 39, 41, 42, 43, 44, 46	2, 3, 8, 15, 16, 18, 20, 22, 24, 31, 32, 33, 34, 35, 40, 45

2. Reliability

The questions that have met the validity requirements are tested for reliability. From the calculation results, the reliability coefficient r_{11} is 0.739. This price is greater than the price of r product moment. For the number of students (N = 25) with r (95%) = 0.396. Thus the test questions used have met the reliability requirements.

3. Level of Difficulty (P) The

level of difficulty is used to determine the level of difficulty of the question. The results of the analysis show that from the 46 questions tested there are:

- 21 easy questions
- 15 medium questions
- 10 difficult questions

4. Discriminating

Power The discriminatory power analysis was conducted to determine the ability of the questions to distinguish high-ability students from low-ability students.

From the results of the analysis of discriminating power, it was obtained that there were 15 questions with bad criteria, 22 questions with sufficient criteria, 8 questions with good criteria, and 1 question with bad criteria. Thus the test questions used have met the requirements of validity, reliability, level of difficulty, and distinguishing power.

B. Analysis of Per-cycle Research Data

1. Cycle I

a. Planning Stage

At this stage the researcher prepares learning tools consisting of lesson plan 1, LKS 1, formative test questions 1 and teaching tools that support. In addition , an expository processing observation sheet was also prepared .

b. Activity and Implementation Phase The implementation of teaching and learning activities for the first cycle was carried out on September 5, 2020 in Class I with a total of 28 students. In this case the researcher acts as a teacher. The teaching and learning process refers to the lesson plans that have been prepared.

Observation (observation) is carried out simultaneously with the implementation of teaching and learning. At the end of the teaching and learning process students are given a formative test I with the aim of knowing the level of student success in the

teaching and learning process that has been carried out. The research data in the first cycle are as follows.

Table 2. Learning Management in Cycle I

No	Aspects observed	Rating		Average
		P1	P2	
I	Observation of KBM A. Introduction 1. Motivate students 2. Delivering learning objectives 3. Linking to the previous lesson 4. Organize students in study groups	 2 2 2 2	 2 2 2 2	 2 2 2 2
	B. Core activities 1. Presenting the steps of the cooperative learning method 2. Guiding students to do activities 3. Practice cooperative skills 4. Supervise each group in turn 5. Providing assistance to groups experiencing difficulties	 2 3 3 3	 3 3 2 2	 2.5 3 2.5 2.5
	C. Cover 1. Guiding students to make summaries 2. Provide evaluation	 3 2	 3 3	 3 3
II	Time Management	2	2	2
III	Class Enthusiasm Enthusiastic 1. Students Enthusiastic 2. Teacher	 2 3	 2 3	 2 3
	Quantity	30	30	30

Description : Value : Criterion

1) : Not Good
2) : Not Good
3) : Fairly Good
4) : Well

Based on the table above, the aspects that get the criteria are not good, namely motivating students, conveying learning objectives, managing time, and enthusiastic students. The four aspects that received a poor score above are a weakness that occurred in the first cycle and will be used as study material for reflection and revision that will be carried out in the second cycle.

The results of the next observation are the activities of teachers and students as shown in the following table:

Table 3. Distribution of Test Values in Cycle I

No	Name Student	PKn	BI	Mate	SBDP	Installment2	Information	
							T	TT
1.	ABRAHAM SALADIN	80	90	88	84	86	√	
2.	AKRAM CAESAR R	87	97	95	91	93	√	
3.	ARSAKHA JAVIER	74	84	82	78	80	√	
4.	AQILA IZZATUL SYAFIA	89	99	97	93	95	√	
5.	ARSAKHA JAVIER MARZUKI	77	87	85	81	83	√	
6.	ARYASATYA AULAYAIN YUSUF	74	84	82	78	80	√	
7.	Auliya Afaf Zaimah	59	69	67	63	65		√
8.	BENZARIO RAYYAN ALDEN	45	55	53	49	51		√
9.	Brian Dirga Marciano Metta	90	100	98	94	96	√	
10.	Elvira Azzahra Ayu Wandani	78	88	86	82	84	√	
11.	Jihan Thalita Ulfa ShalihaA	60	70	68	64	66		√
12.	Laode Muhammad Nabil Faizal	90	100	98	94	96	√	
13.	Mawar Nur Aura Oksi	97	90	88	84	90	√	

14.	Muhammad Azka Keanu Dirgantara	90	100	98	94	96	√	
15.	Muhammad Hafiz Habibi	89	99	97	93	95	√	
16.	MUHAMMAD SYARIF BAIHAQI	83	93	91	87	89	√	
17.	RADESWIRA ARDHIAN	81	91	89	85	87	√	
18.	RAFA AZKA RAQILLA	90	100	98	94	96	√	
19.	Raissa Izzatunnisa	60	70	68	64	66		√
20.	Rasya Alkhalifi Raino	80	90	88	84	86	√	
21.	RHAASYA RACHDYASARI	77	87	85	81	83	√	
22.	Sakha Naufal Alzaky	60	70	68	64	66		√
23.	SAMIYAH SAHLA	77	87	85	81	83	√	
24.	SHINE BILLAL AL - RAJHI SULAIMAN	60	70	68	64	66		√
25.	SUCI RAMADHANI SIREGAR	60	70	68	64	66		√
26.	Utin Shifa Putri Anggrainie	74	84	82	78	80	√	
27.	Yusuf Rahmatulloh Putra Yatna	60	70	68	64	66		√
28.	Salsabila Putri	45	55	53	49	51		√
	Jumlah					2241	19	**9**

Total Score Maximum Ideal 2800
Total Score Achieved 2241
Average Score Achieved 80
% Completeness 67
Description: T : Completed
TT : Not Complete
Number of students who have completed : 19
Number of students who have not completed : 9
Classical : Not completed

Table 4. Recapitulation of Student Formative Test Results in Cycle I

No.	Description	of Cycle I Results
1	Average score of formative tests	80
2	Number of students who completed learning	20
3	Percentage of complete learning	67

From the table above, it can be explained that by applying the expository application, the average value of student learning achievement is 80 and learning completeness reaches 67% or 19 students out of 28 students have completed learning. These results indicate that in the first cycle classically students have not finished studying, because students who get a score of 65 are only 67% smaller than the desired completeness percentage, which is 85%. This is because students still feel foreign and confused with the expository applied in the teaching and learning process.

c. Reflection

In the implementation of teaching and learning activities, information is obtained from the following observations:

1) Teachers are not good at motivating students and in conveying learning objectives
2) Teachers are not good at time management
3) Students are less enthusiastic during the learning takes place.

d. Revision

The implementation of teaching and learning activities in the first cycle is still lacking, so there is a need for revisions to be carried out in the next cycle.

1) Teachers need to be more skilled in motivating students and clearer in conveying learning objectives. Where students are invited to be directly involved in every activity that will be carried out.
2) The teacher needs to distribute the time well by adding the necessary information and giving notes
3) Teachers must be more skilled and enthusiastic in motivating students so that students can be more enthusiastic.

2. Cycle II

a. Planning stage

At this stage the researcher prepares learning tools consisting of lesson plans 2, formative test questions 2 and teaching tools that support.

b. Stages of activities and implementation

The implementation of teaching and learning activities for the second cycle was carried out on September 8, 2020 in Class I with a total of 28 students. In this case the researcher acts as a teacher. The teaching and learning process refers to the lesson plan

by paying attention to the revisions in the first cycle, so that mistakes or deficiencies in the first cycle do not occur again in the second cycle. Observation (observation) is carried out simultaneously with the implementation of teaching and learning.

At the end of the teaching and learning process students are given a formative test II with the aim of knowing the level of student success in the teaching and learning process that has been carried out. The instrument used is formative test II. The data from the research results in the second cycle are as follows.

Table 5. Learning Management In Cycle II

No	Aspects Observed	Rating		Average
		P1	P2	
I	Observations KBM	3	3	3
	D. Introduction	3	4	3.5
	1. Motivate students			
	2. Delivering learning objectives			
	3. Linking to the previous lesson			
	4. Organize students into study groups			
	E. Core activities	3	4	3.5
	1. Presenting the steps of the cooperative	4	4	4
	learning method	4	4	4
	2. Guiding students to do activities			
	3. Practice cooperative skills	4	4	4
	4. Supervise each group in turn			
	5. Providing assistance to groups experiencing	3	3	3
	difficulties			
	A. Cover			
	1. Guiding students to make summaries	3	4	3.5
	2. Provide evaluation	4	4	4
II	Time Management	3	3	2

III	Enthusiasm Class 1. Enthusiastic students 2. Antisia teacher	 4 4	 3 4	 3.5 4
	Quantity	41	43	42

Description : Value : Criterion

1) : Not Good
2) : Not Good
3) : Fairly Good
4) : Well

From the table above, it can be seen that the aspects observed in teaching and learning activities (cycle II) carried out by the teacher by applying the Expository model of cooperative learning methods received a fairly good assessment from observers. It means that from all assessments there is no less value. However, the assessment is not yet an optimal result, for that there are several aspects that need attention to improve the implementation of further learning. These aspects are motivating students, guiding students to formulate conclusions/finding concepts, and managing time.

With the improvement of aspects I on the application of the Expository model of cooperative learning methods, it is hoped that students can conclude what they have learned and express their opinions so that they will better understand what they have done.

Following are the results of observations of teacher and student activities:

Table 6. Distribution of Test Scores in Cycle II

No	Name Student	**PKn**	**BI**	**Mate**	**SBDP**	Average	Description	
							T	ST
1.	SALADIN	88	98	96	92	94	ABRAHAM	
2.	CAESAR R	89	99	97	93	95	AKRAM	
3.	ARSAKHA	90	100	98	94	96	JAVIER	

4.	AQILA IZZATUL	89	99	97	93	95	SYAFIA	
5.	ARSAKHA JAVIER	95	90	88	84	89	MARZUKI	
6.	ARYASATYA AULAYAIN	90	100	98	94	96	YUSUF	
7.	Zaimah	70	80	78	74	76	Afaf	
8.	BENZARIO RAYYAN ALDEN	50	60	58	54	56		9
.	Brian Dirga Marciano	90	100	98	94	96	Metta	
10.	Azzahra Ayu Wandani	80	90	88	84	86	Elvira	
11.	Jihan Thalita Ulfa SalihaA	60	70	68	64	66		12
.	Laode Muhammad Nabil	92	90	88	84	89	Faizal	
13.	Mawar Nur Aura	97	90	88	84	90	Oksi	
14.	Dirgantara	90	100	98	94	96	Keanu	
15.	Habibi	90	100	98	94	96	Hafiz	

16.	BAIHAQI	83	93	91	87	89	SYARIF	
17.	RADESWIRA	90	100	98	94	96	ARDHIAN	
18.	AZKA RAQILLA	90	100	98	94	96	RAFA	
19.	Raissa Izzatunnisa	60	70	68	64	66		20
.	Rasya Alkhalifi	88	98	96	92	94	Raino	
21.	RHAASYA	80	90	88	84	86	RACHDYASARI	
22.	Alzaky	70	80	78	74	76	Naufal	
23.	SAMIYAH	80	90	88	84	86	SAHLA	
24.	SHINE BILLAL AL - RAJHI SULAIMAN	63	73	71	67	69		25
.	SUCI RAMADHANI SIREGAR	61	71	69	65	67		26
.	Shifa Putri Anggrainie	90	100	98	94	96	Utin	
27.	Yusuf Rahmatulloh Son of Yatna	60	70	68	64	66		28
.	Salsabila Putri	60	70	68	64	66		□

	Amount					2369	21	**7**

Total Score Maximum Ideal 2800
Total Score Achieved 2369
Average Score Achieved 84
% Completeness 75
Description: T : Completed
TT : Not Complete
Number of students who have completed : 21
Number of students who have not completed : 7
Classical : Not completed

Table 7. Recapitulation of Student Formative Test Results in Cycle II

No.	Description	of Cycle II Results
1	Average score of formative tests	84
2	Number of students who completed learning	21
3	Percentage of complete learning	75

From the table above, the average value of student learning achievement is 84 and learning completeness reaches 75% or there are 21 students out of 28 students who have finished studying. These results indicate that in cycle II, classical learning completeness has increased slightly better than cycle I. The increase in student learning outcomes is because students have started to get used to the learning methods applied by the teacher, besides this increase is because the teacher informs that at the end of each teaching and learning process a test will be held, so that students are prepared beforehand.

c. Reflection

In the implementation of learning activities, information is obtained from the following observations:

1) Motivate students
2) Guiding students to formulate conclusions/find concepts
3) Time management

d. Revised Design

The implementation of learning activities in cycle II is still lacking. So there is a need for revisions to be carried out in cycle II, including:

1) Teachers in motivating students should be able to make students more motivated during the teaching and learning process.
2) The teacher must be closer to the students so that there is no feeling of fear in the students either to express opinions or ask questions.
3) Teachers must be more patient in guiding students to formulate conclusions/find concepts.
4) Teachers must distribute time properly so that learning activities can run as expected.
5) The teacher should add more sample questions and provide practice questions for students to work on in each teaching and learning activity.

C. Discussion

1. Completeness of Student Learning Outcomes

Through the results of this research, it is shown that the application of expository has a positive impact in improving student achievement. This can be seen from the more stable students' understanding of the material presented by the teacher (learning mastery increases from cycles I, II, and III), which are 67%, 75%, and 92%, respectively. In cycle III, classical student learning completeness has been achieved.

2. Teacher's Ability in Managing Learning

Based on data analysis, it was found that student activity in the teaching and learning process by applying expository in each cycle has increased. This has a positive impact on student achievement, which can be shown by increasing the average score of students in each cycle which continues to increase.

3. Teacher and Student Activities in Learning

Based on data analysis, it was found that the students' activities in the thematic learning process by applying expository were the most dominant working with fellow students, listening/paying attention to teacher explanations, and discussions between students/between students and teachers. So it can be said that student activities can be categorized as active.

Meanwhile, the teacher's activities during learning have carried out the steps of implementing expository well. This can be seen from the teacher's activities that appear, including guiding and observing students in doing learning activities, explaining, giving feedback/evaluation/questioning questions where the percentage for the above activities is quite large.

CONCLUSION

Learning by applying expository has a positive impact in increasing student achievement which is marked by an increase in student learning mastery in each cycle, namely cycle I (67%), cycle II (75%), cycle III (92%). The application of expository has a positive effect, which can increase student learning motivation as indicated by the average student answers stating that students are interested and interested in the application of expository so that they become

motivated to learn. The application of effective expository application to improve thematic learning achievement.

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