INDONESIAN JOURNAL OF MULTIDISCIPLINARY SCIENCE

P-ISSN: 2808-5957
E-ISSN: 2808-6724
ijoms.internationaljournallabs.com

IMPROVING THE ABILITY TO STORY OF EXPERIENCES USING COMMUNICATION TECHNOLOGY IN IPS LESSONS THROUGH IMAGE MEDIA FOR CLASS IV TUNAGRAHITA SLB KEMBAR KARYA DEVELOPMENT III CITY OF BEKASI

Siti Yuliyanah

West Java Provincial Education Office SLB Kembar Karya III Bekasi City, Indonesia
email : haribani55@gmail.com

Abstract

Improve students' ability to increase interest in learning about describing the development of communication technology with image media in class IV/C SLB KKIII Bekasi City. Professional Ability Consolidation Report (PKP) The purpose of this study is to increase student learning about describing the development of communication technology with image media in class IV SLB KK III Bekasi. It was held at SLB KK III Bekasi, Kayuringin District. This study used the CAR research method and was carried out in 2 cycles, consisting of four stages, namely planning, implementation, observation, and reflection. The results of this study can improve the teaching and learning process in class IV mentally retarded especially in Social Sciences (IPS). Therefore, it is necessary to develop learning theory, especially with the development of science in various fields and various new guidelines for the quality of the process and results of learning. Conclusion 1) In presenting the material it will be easier for students to accept by using the question and answer method. 2) Giving examples of communication technology through visual aids makes it easier for students to understand the material. 3) Students will easily understand the material if given a lot of practice and guidance.

Keywords: *communication technology with image media.*

Indonesian Journal of Multidisciplinary Science © 2022 by International Journal Labs is licensed under CC BY-SA 4.0

INTRODUCTION

Social Sciences (IPS) is a subject of memorization or memory and becomes an obstacle for students, especially for Extraordinary School (SLB) students, this is due to the breadth of the subject matter.

One proof is in the 2018-2019 UAS case at SLB KK III, Kayuringin District, the value of social studies subjects was actually lower than the scores of other subjects.

In SLB KK III, especially in class IV with mental retardation, the social studies subject is also an obstacle, a proof that during the subject matter "Describes the Development of Communication Technology", the results of the evaluation (formative test) consisting of 10 questions turned out to be unsatisfactory, from 8 students. in the class, 2 students answered 9 questions correctly, 1 student answered 8 questions correctly and the others answered 5 questions correctly.

From the description above, learning about describing the development of communication technology is said to be unsuccessful because the number of students who master the subject matter is less than 70%. This is adjusted to the direction of the SLB supervisor in KKG activities and examination of learning analysis in Bekasi City, namely learning is said to be successful if at least 70% of students have mastered the subject matter, therefore researchers as class IV/C teachers of SLB KK III need to improve learning so that students can easily and quickly find out the development of communication technology in the past and present.

Class Action Research (CAR) was first introduced by an American social psychologist named Kurt Lewin in 1946. Lewin's core ideas were then developed by other experts such as Stephen Kemmis Robin Mc. Taggart, John Eliot, Dave Ebbutt and so on (Minggi, Mulbar, Nasrullah, & Zaki, 2019). In Indonesia, PTK was only known in the late 80's. According to John Eliot, Classroom Action Research (CAR) is a study of social situations with a view to improving the quality of action in them (Saputra, 2021).

Social Studies is a subject in SLB which consists of two main study materials, social knowledge and history. Social knowledge includes Anthropology, Sociology, Geography, Economics and State Administration (Utomo, 2012). Historical study materials cover the development of Indonesian society from the past to the present (Asyiah & Sunanto, 2014). Teaching aids or learning resource media that must be developed to achieve optimal results. It's like what was said (Rahman, 2018).

The research objectives include: a) Students can tell their experiences using past and present communication technology. b) Students can explain the advantages and disadvantages of using past and present communication tools. The results of this study can improve the teaching and learning process in class IV mentally retarded especially in Social Sciences (IPS). Therefore, it is necessary to develop learning theory, especially with the development of science in various fields and various new guidelines for the quality of the process and results of learning..

METHOD

This research was carried out in Class IV mentally retarded SLB Twin Karya Pembangunan III Bekasi City mentally retarded SLB Twin Karya Pembangunan III Bekasi Mongondow City in the even semester of the 2015-2016 academic year. This research used the CAR research method and was carried out in 2 cycles. The stages of this CAR research follow the stages proposed by kemis and tagart in (Zainal, 2006) This research was carried out in Class IV mentally retarded SLB Twin Karya Pembangunan III Bekasi City mentally retarded SLB Twin Karya Pembangunan III Bekasi Mongondow City in the even semester of the 2015-2016 academic year. This research used the CAR research method and was carried out in 2 cycles. The stages of this CAR research follow the stages proposed by kemis and tagart in.

1. Data Collection

Table 1. Formative Test Results Even Semester Class IV SLB KK III Field of Social Studies Cycle 1

No	Name of Student	Score	Complete	Not Complete	Information
1	Melinda Dwi Puspitasari	50		V	Repair
2	Azra Balkis H	60	V		Enrichment
3	Ahmad Yunus	40		V	Repair
4	Hana Listriani	50		V	Repair
5	Ajeng	80	V		Enrichment
6	Ershad Nauval	50		V	Repair
7	Dimas P	50		V	Repair
8	Nazla Putri	50		V	Repair

Information :

Number of students : 8
Completed : 2
Incomplete : 6
Follow-up **:** Improvement of cycle 2

Table 2. Result of Formative Test of Even Semester Class IV SLB KK III Field of Social Studies Study Cycle 2

No	Name of Student	Score	Completed	Not Complete	Remarks
1	Melinda Dwi Puspitasari	60	V		Enrichment
2	Azra Balkis H	70	V		Enrichment
3	Ahmad Yunus	60	V		Enrichment
4	Hana Listriani	50		V	Repair
5	Ajeng	80	V		Enrichment
6	Ershad Nauval	70	V		Enrichment
7	Dimas P	70	V		Enrichment
8	Nazla Putri	60	V		Enrichment

Description :
Number of students : 8
Completed : 7
Incomplete : 1
Follow up : Enrichment

2. Description of findings and reflection of

Cycle 1

From the observation data, it can be reflected that the lesson went well. All groups can complete the task well. Among the 4 groups, only one group succeeded in carrying out the demonstration, while the others were not perfect.

Cycle 2

Based on the observation data, it can be reflected that the student's ability to demonstrate is good, the student is able to complete the task from the teacher well.

RESULT AND DISCUSSION

Results of Data Processing

In the improvement of cycle 1, the part that researchers observed from students was student participation in answering questions. From the data it was found that 28% of students were able to answer correctly. Meanwhile, 72% are still having difficulties.

The following is a table of student observations on the implementation of improved learning cycle 1.

Table 3. Results of Formative Tests Even Semester IV Class SLB KK III Field of Social Studies Cycle 1

No	Student Name	Score	Completed	Not Complete	Information
1	Melinda Dwi Puspitasari	50		V	Repair
2	Azra Balkis H	60	V		Enrichment
3	Ahmad Yunus	40		V	Repair
4	Hana Listriani	50		V	Repair
5	Ajeng	80	V		Enrichment
6	Ershad Nauval	50		V	Repair
7	Dimas P	50		V	Repair
8	Nazla Putri	50		V	Improvements

Information :
Number of students : 8
Completed : 2
Incomplete : 6
Follow up : Improvement of cycle 2

From the improvement of learning in cycle 2 what the researcher observed from students was the ability to compare past and present communication technology by completing the table.

From the data obtained, it was found that some students were able to complete the table well. This shows that the ongoing learning has shown an increase even though there are still some students who need special attention.

Next, the writer presents the results of the assessment in cycle 2 as follows:

Table 4. Results of Formative Tests for Even Semester Class IV SLB KK III Field of Social Studies Cycle 2

No	Student Name	Score	Completed	Not Complete	Information
1	Melinda Dwi Puspitasari	60	V		Enrichment
2	Azra Balkis H	70	V		Enrichment
3	Ahmad Yunus	60	V		Enrichment
4	Hana Listriani	50		V	Repair
5	Ajeng	80	V		Enrichment
6	Ershad Nauval	70	V		Enrichment
7	Dimas P	70	V		Enrichment
8	Nazla Putri	60	V		Enrichment

Of the 8 students in class IV and only 1 person who has not completed. However, due to time constraints, the author ended this process in the sense that it was not continued in the third cycle and so on.

In relation to the implementation of CAR in SLB KK III, the focus is more on process skills and not on results. However, the implementation of this continuous improvement in the form of classroom action research will always be carried out by the author and will even disseminate it to other teacher friends so that they gain equality in accelerating the achievement of teacher professionalism.

Table 5.
Group Division in Cycle 2 Activities

No.	Group Name	Communication Technology			
		Past and	**Present**	**Strengths**	**Disadvantages**
1	Jasmine	Lontar	-	Easy to obtain	Difficult to write
		-	HP	fast	, expensive, wasteful
2	Orchids	Pigeon	-	cheap	Old
		-	HT	fast	Expensive, extravagant
3	Tulip	Bedug	-	Easy to use	Materials are hard to come by
		-	Internet	Fast	Expensive, extravagant
4	Roses	Canned	-	Cheap	Unclear
		-	Phone	Fast	Expensive, wasteful

Discussion of

Cycle 1

Based on the findings on the implementation of these actions, the researcher held a discussion with colleagues to find out the causes that occurred in cycle 1. discussion it was found that the students did not understand the material. To improve students' mastery in understanding the material in cycle 1, the researcher will give several questions as an inducement so that students are more thorough.

Cycle 2

In this learning cycle, some of the problems that arose during the research were overcome. However, the problem of mastering the material is still the main problem for students

.

CONCLUSION

Berdasarkan hasil penelitian yang telah diuraikan di atas dapat diambil beberapa kesimpulan:

1. Dalam penyajian materi akan lebih mudah diterima siswa dengan menggunakan metode tanya jawab.
2. Pemberian contoh teknologi komunikasi melalui alat peraga yang nyata memudahkan siswa untuk memahami materi.
3. Siswa akan mudah memahami materi jika diberikan banyak latihan dan bimbingan..

REFERENCE

Asyiah, Nur, & Sunanto, Liyana. (2014). Optimalisasi penerapan pendidikan karakter pada "kurikulum 2013" menggunakan strategi 3M di sekolah dasar. *Prosiding Seminar Nasional Pendidikan Dasar Membedah Anatomi Kurikulum 2013 Untuk Membangun Masa Depan Pendidikan Yang Lebih Baik*, 156. UPI Sumedang Press.

Minggi, Ilham, Mulbar, Usman, Nasrullah, Nasrullah, & Zaki, Ahmad. (2019). Meningkatkan kualitas proses pembelajaran dalam pelatihan penelitian tindakan kelas. *Seminar Nasional Pengabdian Kepada Masyarakat*, *7*.

Rahman, Taufiqur. (2018). *Aplikasi model-model pembelajaran dalam penelitian tindakan kelas*. CV. Pilar Nusantara.

Saputra, Nanda. (2021). *Penelitian tindakan kelas*. Yayasan Penerbit Muhammad Zaini.

Utomo, Yunanto Prasetyo. (2012). *Upaya Meningkatkan Prestasi Belajar Ilmu Pengetahuan Sosial Melalui Model Pembelajaran Konstruktivistik Di Kelas V SLB-A YKAB Surakarta Tahun Pelajaran 2010/2011*.

Zainal, Aqip. (2006). Penelitian Tindakan Kelas (PTK) untuk Guru. *Bandung. Yrama Widya Margahayu Permai*.