



USE OF NON DIRECTIVE METHOD IMPROVE STUDENT LEARNING ACTIVITIES AND RESULT IN CLASS VII SMPN I CILENGSI BOGOR

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Abstract:

The objectives of this study are: (1) Class VII-1 student learning activities at SMP Negeri 1 Cilengsi Bogor in the application of the Non-Directive Method by using media maps. (2) learning outcomes of students of class VII-1 IPS in the application of the Non-Directive Method by using media maps. The subjects in this research were 38 students of Class VII-1 Middle School 1 Cilengsi Bogor. data collection techniques using direct and indirect communication. Data collection tools in this study used observation sheets and tests. The test is used in accordance with the curriculum objectives achieved and taken from social studies textbooks VII-1 class SMP Negeri 1 Cilengsi Bogor. to collect research data using LKS and test post. This research was conducted with 2 cycles, namely cycle I and cycle II. each cycle has stages, namely planning, implementing, observing and reflecting. the results of this study indicate that an increase in students' learning abilities with student completeness reached 35.18% then increased in the second cycle to 46.22%. from the results of the study can also be seen an increase in students' learning abilities with worksheets in the second cycle to 94.44%. From the analysis conducted, it can be concluded that the Non Directive learning method can increase the Activities and Student Learning Outcomes of students of SMP Negeri 1 Cilengsi Bogor in Academic Year 2010/2011.

Keywords: Learning Outcomes, Non Directive, Map

INTRODUCTION

The possibility of the teacher only member problems that stimulate students' thinking processes so that learning objects develop as expected. Thus students can find their own knowledge they dig, actively think and arrange good understanding.

Map is the result of portraits of various events / events, objects as outlined in the form of images, lines, symbols and images of certain objects. The map in learning social knowledge functions to deliver material to be more easily accepted by students so that it can help smooth the effectiveness and efficiency in achieving the objectives of learning material.

Map is a picture of the surface of the earth that is depicted in a flat plane. Judging from the advantages of using maps in learning media, especially on the topic of the surrounding environment can provide knowledge and experience to students both about the geographical position, natural conditions and the distribution of the population in a particular area / location. Likewise, seen from the effectiveness of the teacher by using media maps can help in conveying the message material more easily to students. With these assignments students can carry out:

1. Observation on learning projects
2. Analyze the facts faced
3. Summarize yourself the observations
4. Explain what has been found
5. Comparing with other facts.

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RESEARCH METHODS

Getting research data and answer the research problem, the research location was conducted at SMP Negeri 1 Cilengsi Bogor, Deli Serdang Regency. The subjects of this study were grade VII-1 students of SMP Negeri 1 Cilengsi Bogor, Deli Serdang Regency in the academic year of 2012/2013, totaling 38 people. The object of this study is the application of the Non-Directive Method by using maps on the physical conditions of the area and population to improve student learning activities and outcomes in class VII-1, Cilengsi Bogor State Junior High School, 2012/2013.

This type of research is classroom action research (CAR), Arikunto, et al (2007: 74) defines classroom action research as a process of studying learning problems in the classroom through self-reflection in an effort to solve these problems by carrying out various planned actions in real situations analyze each effect of the treatment.

Arikunti et al (2007: 74) explain that classroom action research consists of a series of four activities carried out in a cycle, namely: Planning, Action, Observation, Reflection.

RESULT AND DISCUSSION

Implementation of the pre-action is to look at student learning outcomes from the KKM standards that have been set. Student learning outcomes are still relatively low at 70% or 38 people who reach KKM. Seeing this problem, the researcher and the teacher collaborate and try to establish a Non-Directive Learning Method in the process of learning where Astronomy is the subject of discussion on the Physical Conditions of the Region.

The cycle 1 activity ended with guiding students to conclude the lesson, then the teacher gave a post test to students to see the completeness of student learning outcomes. Based on research data that has been obtained from the worksheet scores and post test scores, it shows that students who achieve mastery learning individually are only 25 students out of 36 students with a kkm value of ≥ 75 or 69.44% classical learning completeness (appendix). Classical learning completeness in cycle 1 has not been achieved, because classical learning completeness is said to be achieved if the percentage has reached at least 85% of the total number of students viewed based on KKM scores ≥ 75 . Thus student learning outcomes still need to be increased again. for more details the completeness of student learning outcomes can be seen in table 1.

Table 1. Completeness of Student Learning Outcomes I

Mastery of Student Learning Outcomes	catagory	Students number	Percentage
≥ 75	mastery	25	69,44
≤ 75	no mastery	11	30,56
total		36	100,00

The results of individual student observation data in cycle 1 can be seen in the appendix and the results of the percentage per aspect of student learning activities classically can be seen in table 2.

Table 2. Completeness of Student Learning Activities

No	Rated aspect	Score						Jumlah		Rata-Rata	Kategori	Presentase
		3		2		1		F	SC			
		F	SC	F	SC	F	SC					
1	Pay attention	10	30	21	42	5	5	36	77	2,13	good	42,77
2	Asking	10	30	20	40	6	6	36	76	2,11	good	42,22
3	Copy	13	39	18	36	5	5	36	80	2,22	less	0,4
4	Write	11	33	22	44	3	3	36	80	2,22	good	44,44
5	excited	14	42	19	38	3	3	36	83	2,30	good	46,11
	number	58	174	100	200	22	22	180	396	10,98		175,94
	average									2,19	good	35,188

Judging from the table the percentage obtained is the Attention aspect of 2.13 with a percentage of Activity 42.77% and the Asking aspect of 2.11 with a percentage of activity 42.22% already classified as good category. Whereas the aspect of copying was 2.22 with the percentage of unfavorable activities of 0.4%, the discussion aspect of Writing was 2.22 with an activity percentage of 44.44% and the excited aspect was 2.30 with the percentage of activity 46.11% still classified as a category good, so in general (classical) the results of observations of student learning activities in the table, shows an average of 2.19 and the percentage of activity of (35.188), meaning that it is only classified as being so that it is carried out in the next cycle.

Cycle II action activities end with guiding students to conclude the lesson, then the teacher gives a post test to students to see the completeness of student learning outcomes. Based on the research results obtained from the worksheet scores and post-test, students who achieved mastery learning in Cycle II have increased when compared to Cycle I. Individually students' mastery reached 34 people with KKM values ≥ 75 OR 94.44% Completeness classically (attachment). Calcical completeness in the second cycle has been achieved because it is said to be complete learning classically if $\geq 85\%$ of all students achieve KKM score ≥ 75 . For more details, completeness of student learning outcomes can be seen in Table 3

Table 3. Completeness of Student Learning outcomes

The Completeness of Student Learning	catagory	Number student	of Percentage
≥ 75	Tuntas	34	94,44%
≤ 75	Tidak Tuntas	2	5,56%
Total		36	100,00

Based on the improvements made in the second cycle, changes were found in the completeness of student learning outcomes. Completeness of student learning outcomes in the first silus of 69.44% increased to 94.44% in the second cycle. The increase in cycle I to cycle II was 25%.

Based on the results of observations of individual student learning activities in cycle II can be seen in the appendix. The percentage results per aspect of student learning activities classically can be seen in table 4.

Table 4. Completeness of Student Learning outcomes Completeness

No	Rated aspect	Score						number		average	category	Percentage
		3		2		1		F	SC			
		F	SC	F	SC	F	SC					
1	Pay attention	17	51	15	30	4	4	36	85	2,36	good	47,22
2	asking	14	42	17	34	5	5	36	81	2,25	good	45
3	copy	19	57	15	30	2	2	36	89	2,47	good	49,44
4	write	18	36	16	32	2	2	36	70	1,94	pass	38,88
5	excited	19	57	17	34	0	0	36	91	2,52	good	50,55
total		87	234	80	160	13	13	180	416	11,54		231,09
average										2,30	good	46,218

From the table it can be seen that the average score per aspect of student learning activities there are four that have been classified as good categories, namely the aspect of paying attention at 2.36 with a percentage of activity 47.22%, asking aspects of 2.25 with a percentage of activity 45%, aspects copying by 2.47 with a percentage of activity 49.44% and writing aspect is still quite sufficient at 1.94 with a percentage of activity 38.88%, excited aspect of 2.52 with a percentage of activity 50.55%. overall the average score of student learning activities has been classified as good at 2.30 with a percentage of activity at 46.218 and has increased from cycle I to cycle II which is 11.03%.

Based on the learning outcomes and student learning activities ranging from cycle I to cycle II which include aspects of paying attention to an increase of 4.45%, asking aspects increased by 2.78%, copying aspects decreased by 49.04%, writing aspects experienced an increase of 5,56% and the excited aspect experienced an increase of 4.44%.

Student Learning Activities

Based on the results of research on student learning activities in the first cycle has increased in the implementation of the second cycle. Overall student activity in learning activities increased by 11.03%. in the first cycle overall student activity of 35.188% which is still classified as the category is experiencing an increase to 46.218% which is already classified as a good category in the second cycle. while an increase in each aspect of student learning activities from cycle I to cycle II increased. in the aspect of paying attention there was an increase of 42.77% to 47.22% in the good category, the aspect of asking decreased from 42.22% to 45% in the good category, the copying aspect from 0.4% increased

by 49.44% with the category good, the writing aspect by 44.44% decreased to 38.88% is still in the sufficient category, the excited aspect of 46.11% has increased to 50.55% in the good category. based on observations starting from the first cycle to the second cycle has increased or changed. In line with the opinion of Sudirman (2008) states that learning activities are activities carried out to obtain behavior changes as a result of his own observations. in the learning process by using non-directive learning methods students look increasingly active in being motivated. This is reinforced by the opinion of Slameto (2010) which states that if students become active participation, then he has good knowledge. students are also seen to be more courageous in asking and answering questions and giving responses even though there are still a small number of students who are not accustomed to asking and paying attention. when compared to other aspects the activity of asking questions and member responses is still lower. this happens because these aspects relate to the ability of students in speaking and expressing opinions so that not all students can do questioning and responding activities. but despite this the aspects of asking and responding to improvement start from cycle I to cycle II.

Student learning outcomes

The results obtained showed an increase in student learning outcomes from the first cycle to the second cycle. completeness student learning outcomes in the first cycle showed as many as 25 students completed or at 69.44% and there were still 11 students who were not yet complete or at 30.56%. while in cycle II student learning outcomes have increased. the number of students who finished in cycle II increased to 34 students or by 94.44% and the number of students who did not complete became 2 students or by 5.56%. completeness of student learning outcomes classically is still not achieved in the first cycle that is equal to 69.44% increased to 94.44% in the second cycle. the increase from cycle I to cycle II was 25.00%. in accordance with the opinion of Hamalik (2010) said that "evidence that someone has learned is the behavior of that person, for example from those who do not know to know, and do not understand to understand" and reinforced by the opinion of Slameto (2010) which says that learning is a business process carried out by someone to obtain a new change in behavior as a whole, as a result of one's own experience and interaction with the environment.

Based on data obtained from the results of the study it can be seen that the Non Directive model can improve student learning outcomes. This is because the learning process using the Non Directive method makes students more motivated and makes lessons interesting so that students seem more active and enthusiastic. students are more active and work individually in doing worksheets. This activity is carried out with the aim of seeing the extent to which students understand the material that has been submitted by the teacher and understand the material that has been submitted by the teacher and understand the material in doing worksheets. Learning activities that are designed in Non Directive learning enable students to learn more responsibly, honestly and in fair competition.

Based on the results of the research and discussion above, information is obtained that using the Non-Directive method can increase student activity and learning outcomes in the Regional Physical Condition material in class VII-1, Cilengsi State Junior High School, Bogor.

CONCLUSION

Based on the results of the research conducted by Makadi obtained the following conclusions:

1. The use of Non Directive Method based on this research can increase student learning activities, from cycle I by 35.19% to 46.22% in cycle II. The increase that occurred from cycle I to cycle II was 11.03%.
2. Non-Directive Method can improve student learning outcomes in the material Physical Conditions of the Indonesian Territory. an increase in student learning outcomes from the first cycle of 69.44% to 94.44% in the second cycle classically. Improved learning outcomes from cycle I to cycle II amounted to 25.00%. Learning outcomes are obtained from student worksheet results and learning achievement tests.

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