SOCIUS:
Journal of Social Science Education and Learning
Volume 10, No. 1, April 2021, pp. 86-94
P-ISSN: 2089-9661 | E-ISSN: 2089-967X
DOI: http://dx.doi.org/10.20527
Open Access: https://ppjp.ulm.ac.id/journal/index.php/JS/index

IMPROVING STUDENT EXCEPTION AND LEARNING OUTCOMES THROUGH A SUMMARY STRATEGY (CHILDREN EDUCATION MATERIALS IN SD)

Siti Aisyah [1]

[1] *Open University Banjarmasin, Indonesia*

ARTICLE INFO
Article history:
Received 3 Januari 2021
Accepted 6 Maret 2021
Available online April 15, 2021

Keywords:
Hasil belajar; belajar strategi; kelengkapan materi

Keywords:
Learning outcomes; learning strategies; material completeness

ABSTRAK

Kondisi akhir yang diharapkan setelah pelaksanaan penelitian ini adalah sebanyak 80% siswa menyelesaikan materi dilihat dari kesesuaian hasil ringkasan dengan tujuan kegiatan tutorial, dan nilai rata-rata siswa saat mengerjakan tutorial wajib 2 dan tutorial 3 mengalami peningkatan rata-rata lebih dari 3 Pada siklus I hanya 6 siswa yang tuntas materi atau 50%. Artinya masih terdapat 50% siswa yang belum menyelesaikan materi karena hasil rangkuman yang dibuat tidak sesuai dengan tujuan pembelajaran. Pada siklus II jumlah siswa yang tuntas materi meningkat menjadi 83,33% atau 10 siswa yang berarti meningkat 33,33%. Dalam pelaksanaan penilaian tugas wajib tutorial (TT2), siswa kelas VIII A memperoleh nilai rata-rata memuaskan sebesar 82,07 jika dibandingkan dengan rata-rata hasil penilaian tugas wajib tutorial 3 yaitu 85,17. Walaupun rata-rata hasil TT3 tidak terlalu tinggi, namun selisih nilainya cukup fantastis yaitu 3,10 lebih dari 3. Artinya hasil belajar siswa dilihat dari rata-rata nilai tugas tutorial wajib mengalami peningkatan dan memenuhi indikator kinerja yang ditetapkan.

ABSTRACT

The final condition expected after the implementation of the research is that as many as 80% of students complete the material as seen from the suitability of the summary results with the aim of tutorial activities, and the average score of students when working on mandatory tutorial 2 and tutorial 3 mandatory assignments has an average increase of more than 3 In the first cycle, the number of students who completed the material was only 6 people or 50%. This means that there are still 50% of students who have not finished the material because the results of the summaries made are not by the learning objectives. In the second cycle, the number of students who completed the material increased to 83.33% or 10 students, which means that there was an increase of 33.33%. In the implementation of the mandatory tutorial assignment (TT2) assessment, class VIII A students obtained sufficient average scores satisfactorily is 82, 07 when compared with the average result of the 3 tutorial compulsory assignment assessment, namely 85.17. Although the average TT3 results are not too high, the difference in value is quite fantastic, namely 3.10, more than 3. This means that student learning outcomes seen from the average value of mandatory tutorial assignments have increased and met the performance indicators set.

Copyright © University of Lambung MangkuratAll rights reserved.

[1] Siti Aisyah.
E-mail addresses: sitiaisyah@ecampus.ut.ac.id

INTRODUCTION

The distance learning system that exists in each country, apart from creating real challenges, also provides promising prospects. Some many universities and colleges offer courses in international business or other topics using sources from various countries. Various universities with open systems (open universities) that have long been established in several countries have indeed been more advanced in collaborating among students, lecturers and researchers. Even so, several 'open' institutions have also offered courses to people in their countries, in addition to other 'virtual institutions' which have opened doors for those who are interested and reside anywhere (Pakpahan & Fitriani, 2020).

The Open University (UT) is also an institution, in Indonesia, which implements a distance learning system. As a distance education institution, UT develops various kinds of learning media to make learning easier for its students. UT students are indeed widespread throughout Indonesia. Therefore, the development of e-learning is promising, something that is prospective for UT because e-learning is an alternative method in providing convenience to the student learning process. For this reason, UT has collaborated with various organizations/companies, such as the association of Warnet, Warpostel, and Warintek since 2001. This collaboration is expected to be able to provide support, especially infrastructure support, in the process of implementing e-Learning (Darmayanti, 2002).

The Open University (UT) applies a distance and open learning system. Students receive learning not as a whole through the face-to-face (distance) learning system but through the media, both print (module) and non-print (audio, video, radio, television, computer and internet). Students are divided into study groups or tutorial groups. Like evaluation in general, UT also implements an examination system as a reference for determining whether a student passes or takes a course.

Distance learning (PJJ) is learning using a medium that allows interaction between teachers and learners. In PJJ between teachers and students do not meet face to face, in other words through PJJ it is possible to study in different places and at different distances (Prawiyogi, Purwanugraha, Fakhry, & Firmansyah, 2020).

Distance learning is also called distance education, which is training not to gather together in one place regularly but learning can still be done. In its implementation, several factors need to be considered, so that the distance education (learning) system can run well, namely attention, good confidence, experience, easy use of equipment, creative use of tools, and establishing interactions with students (Setiawan & Mufassir). , 2020).

The weaknesses in the implementation of distance learning include: 1) power outages when accessing online learning programs, 2) bad internet network, 3) erratic student commitment, 4) students who are slow to learn, 5) students are not consistent with study schedule (NurCita & Susantiningsih, 2020).

The module is one of the media used to deliver lecture material. The constraints faced during the learning process were the limited time to explore and study the module. The module is only discussed in 8 tutorial meetings, the rest students learn independently. Based on the results of interviews with students of the Open University of the PGSD S1 Study Program in Banjarmasin Learning Group, it is known that most students have worked or taught at school and have very limited learning time outside the classroom. At the beginning of the odd semester of 2019, to be precise in March it was known that most of the teachers at elementary schools had to participate in preparing their students for the National Examination so that their time to study modules at home was very limited because they were consumed by other main jobs.

Most of the tutorial activities of students have not read the material to be discussed at the meeting so that the target tutor who should have found problems or difficulties in understanding the module content at each meeting was not achieved. This very limited student understanding has an impact on mastering the module material, besides that the material achievement is not complete. To reduce obstacles in the learning process, a practical strategy is needed that can help students understand the material in the module concisely and quickly. One of them is by implementing a summary giving strategy.

Learning independence according to Wayne H is emphasizing the advantageous sides of efforts to work creatively on his initiative, initiative and mindfulness from studying a field intensively, developing self-discipline, and learning techniques in a field of his choosing (in Kartadinata, 2001). Learning independence according to Wragg EC is a process in which students develop skills (Putro & Alviawati, 2021).

important skills that allow them to become independent learners, students are motivated by their own goals, the rewards of the learning process are intrinsic or real for students and do not depend on external systems for rewarding their hard work, lecturers are only a source in the learning process, but not a regulator or controller (in Kartadinata, 2001) In the synthesis of independent learning there are dimensions of learning management, responsibility, and the use of various learning resources, as follows (in Izhar and Encang, 2006) 1. The learning management dimension means that learning participants must be able to manage strategies, time, and a place for learning activities such as reading, summarizing, taking notes and listening to audio material. Management of learning is very important. It is the learning participants who

autonomously determine the learning strategies used, when they use their learning time, and where they carry out the learning process without being ordered by others. The ability to manage the learning process can help to teach participants to succeed in learning. 2. The responsibility dimension means that learning participants can assess activities, overcome difficulties, and measure the abilities gained from learning. In independent learning, the teaching participants are required to have readiness, tenacity, and endurance. So that a high motivation to learn is needed. They must overcome the difficulties experienced in learning by themselves by discussing fellow teaching participants by utilizing learning resources related to teaching materials and increasing the number of practice questions that can increase the understanding of the teaching participants. Besides that, Teaching participants must measure the abilities obtained from learning outcomes if the learning outcomes are not satisfactory by improving learning methods and routinely doing exercises. 3. The dimension of utilizing various learning resources means that teaching participants can use various learning resources such as models, magazines, audiotapes, VCDs, Computer Assisted Instruction (CAI), the internet, and tutors. Teaching participants freely determine the choice of learning resources they want. The freedom of teaching participants in choosing various learning sources is expected to enrich their understanding of teaching materials. Learning independence according to Kartadinata (2001) has 5 aspects and can be used as indicators, including 1. Responsible freedom with characteristics of being able to complete given tasks without the help of others, not delaying the time in doing assignments,

The summary contains all parts of the material content from the subjects that students have studied. The summary serves to provide brief statements regarding the content of the subjects that have been studied and easy-to-remember reference examples for each concept, procedure, or principle (Dagang, in Supandi, 2008). There are two types of summaries, namely internal summaries and external summaries. An internal summarizer is given at the end of each lesson and only summarizes the content of the subjects being taught. This means that after each teaching, the teacher is required to provide a summary at the end of the lesson. An external summary (within-set summarizer) is given after several lessons, which summarizes all the content that has been learned in several lessons (Supandi, 2008).

The summary itself has the capacity as a strategy because the summary needs to be organized in certain ways, for example, the summary is done at the beginning of the lesson or the end of the lesson, the summary is made by the teacher or made by students, made in groups or individually. Based on the explanation above, a hypothesis can be formulated in this study, namely "If the tutor uses the strategy of providing a summary, the completeness of the material

and the student's assignment scores in the Children's Learning course in SD students of PGSD UT semester 8 of Pokjar Banjarmasin can increase."

RESEARCH METHODS

This research is a Classroom Action Research (CAR) which aims to improve the completeness of the material and student learning outcomes through providing summary strategies. The research was conducted from March to May 2019 at the Banjarmasin Tutorial Program Unit (SAT) as a venue for the Banjarmasin tutorial pot jar.

The research subjects were students of the 8th Semester PGSD Undergraduate Program in the Banjarmasin Study Group taking children's learning subjects in elementary school. The research subjects were 12 students consisting of 11 women and 1 boy. The object of research is the level of material completeness that can be achieved by students in 2 cycles.

RESEARCH RESULTS AND DISCUSSION

Research run in 2 application cycles strategy summary to improve the completeness of the material and student learning outcomes. As for the results level material completeness on cycle I as shown in Table 1.

Table 1. Results of Cycle I Research

No.	Aspect	Description
1.	Action planning	a. Put together the SAT. b. Assign lecture observers c. Prepare learning facilities d. Develop a research instrument in the form of a learning observation format e. Establish a schedule for implementing actions.
2.	Execution of actions	The research was conducted on Sunday, 07, dan April 14th 2019 08.00-10.00 hours
3.	Observation result	a. The number of students who attended was only 12 students, 6 students did not attend because since the beginning of the lecture they were not actively participating in tutorials. b. The tutor did not write down the learning objectives on the blackboard, only delivered orally. With the consideration that if the learning objectives are written on the blackboard, it might make it easier for students to conclude according to the learning objectives. c. With this in mind, it is better if the tutor makes some kind of student worksheet that contains points or important things in their summary. d. Most of the students seemed to be actively working to make conclusions in the group. But some students looked inactive, when the tutor approached them, they just started taking notes.

		e. The class atmosphere tends to be quiet, only in the closing part, the students are active when several students are appointed to read the conclusions.
4.	Reflection	a. The tutor writes down the learning objectives on the board or slide, in addition to the learning objectives, it is also conveyed orally. The consideration used is that if the learning objectives are written on the board or displayed on a monitor screen, it might make it easier for students to conclude according to the learning objectives. b. The tutor needs to prepare a guide (a kind of worksheets) to make it easier for students to make a summary of the material. c. To enliven the class atmosphere and make students more active in making summaries, in the closing section, the tutor raffled students who read the summary results based on the lottery in the "Summary Box".

In the first cycle, the number of students who completed the material was only 6 people or 50%. This means that there are still 50% of students who have not finished the material because the summary results made are not by the learning objectives. The results of the research in cycle II are as shown in Table 2. In the second cycle, the number of students who completed the material increased to 83.33% or 10 people, meaning that there was an increase of 33.33%. This increase is thought to be due to a change in the summary strategy carried out by the tutor in the second cycle, in which the preparation of a summary combination made by the tutor (a kind of worksheets) greatly helps students make a summary of important things that are by the learning objectives, in other words, students can take advantage of it. time is more effective to produce a good summary.

Table 2. Results of Cycle II Research

No.	Aspect	Description
1.	Action planning	a. Adapt the Tutorial Program Unit (SAR) cycle 2 b. Develop a summary guide (a kind of worksheets) so that the summary is made by the purpose of the tutorial. c. Prepare 2 boxes, one for the raffle box for student names and one box for the "Summary Box". d. Establish a schedule for implementing cycle 2 actions
2.	Execution of actions	The action was carried out on Sunday, April 21 and 28, 2019 at 08.00-10.00, in class VIII A
3.	Observation result	a. The tutor writes the learning objectives on the board, in addition to delivering them orally. b. The tutor conveyed about the name lottery to read the results of the lottery from the "Summary Box" after the lesson. c. Students seem to be quicker to make summaries after the tutor distributes summary guidelines (such as worksheets) which contain the material points that must be included in the summary.

		d. The students looked very attentive and happy when the name lottery was held to retrieve the contents of the "Summary Box". Moreover, the tutor asked all students to compare the results of the summaries they made, and then provide responses to the contents of the summaries that were readout. e. Although not all of the contents of the "summary box" have been taken and readout, the aim is to attract the attention of students and make learning more lively.
4.	Reflection	a. The implementation of the tutorial has been carried out by the steps in Unit Tutorial Events. b. Based on the examination of the summary results made by students, as many as 83.33% or 10 students succeeded in making a summary that was by the objectives of the tutorial, 8.30% or 1 student who succeeded in completing it but was not by the desired goals, and there were only 8 students. , 30% or 1 student whose summary results have not been completed.

The implementation of class actions is 2 cycles, and shows the results meet the performance indicators set to overcome the limitations of learning time in class VIII A, so for the next meeting until the end of the learning period in class VIII A, the tutor uses a summary giving strategy such as the implementation of cycle 2, and all material is completely delivered. The results of the tutorial assignment assessment are as shown in Table 3.

Table 3. Compulsory Assignment Score for Class VIII A Students in 2019

No.	Value Range	Tutorial Assignment 2 (TT2)	Tutorial Assignment 3 (TT3)
1	5.00-6.50	0	0
2	6.51-8.00	5	0
3	8,01-10,0	7	12
Average		**82.07**	**85.17**

The graph of the increase in the value of mandatory tutorial compulsory assignments from assignments 2 to 3 is seen in Figure 1.

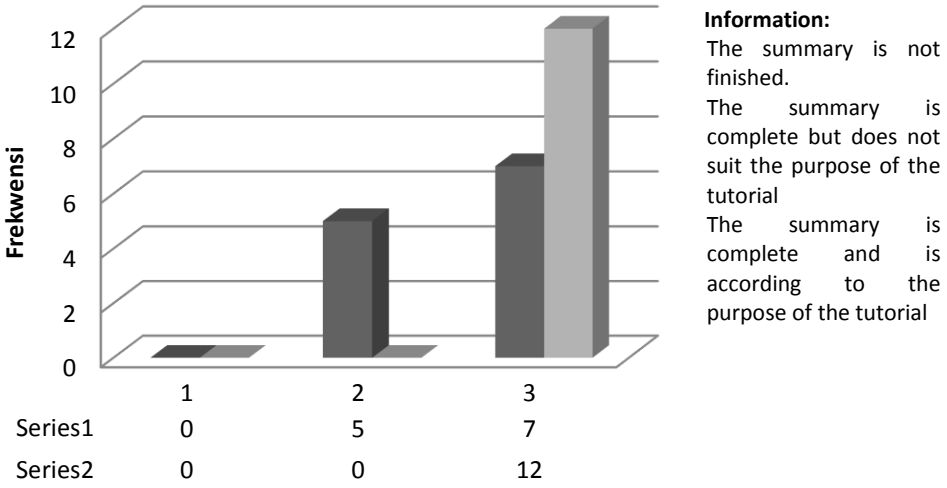

Figure 1. Bar diagram of the comparison of TT2 and TT3 values of Pokjar PGSD students Banjarmasin

Based on the information as summarized in the table and diagram above, it can be explained that the implementation of TT2 for class VIII students obtained a satisfactory average score of 82.07 when compared with the average TT3 results of class VIII A students with a value of 85.25. The average TT3 results of class VIII students are higher than TT2, with a difference in the value of only 3.18 or below the number 2. This means that student learning outcomes seen from the average TT2 and TT3 scores are considered sufficiently improved and have succeeded in meeting the performance indicators. set. The assignment in this case makes the summary effective to speed up the completeness of the tutorial material. This is also by the results of research from Jatmoko (2017) and (Nugraheni,

CONCLUSION

The conclusion obtained from the results of the research is the hypothesis that is put forward, namely if the tutor uses the strategy of providing a summary, the material for Child Education in SD Class VIII A Students of Open University Study Groups will be complete and learning outcomes have increased between TT2 and TT3. The hypothesis can be accepted because the results of the classroom action succeeded in achieving the specified performance indicators.

The results of this Classroom Action Research, the suggestion given is that if the tutor faces obstacles related to the lack of time to study students in class or the tutor lacks time to complete the material, then a summary strategy can be used in teaching and learning activities in the classroom. For those who are interested in doing advanced CAR, it is advisable to further investigate the issue of whether the strategy of providing a summary in addition to accelerating

the completion of the material, can also improve student learning outcomes, especially in the subject of children's education in elementary schools.

BIBLIOGRAPHY

Ismail, MI (2011). Providing a Summary as a Learning Strategy. Formative: Scientific Journal of Mathematics and Natural Sciences Education, 1 (1), 48–57.https://doi.org/10.30998/formatif.v1i1.62

Jatmoko, D. (2017). The Effectiveness of Giving Independent Learning Tasks for Automotive Electrical Courses through Blogs to Students of Automotive Engineering Education at the Muhammadiyah University of Purworejo. Jurnal Pendidikan Surya Edukasi (JPSE), 3 (December), 1–13.

Nugraheni, F. (2009). The Relationship of Learning Motivation to Student Learning Outcomes (Case Studies on Students of the Economics Faculty of UMK). Socio-cultural.

NuCita, B., & Susantiningsih, TS (2020). THE IMPACT OF REMOTE LEARNING AND PHYSICAL DISTANCING ON STUDENT Anxiety LEVELS. Journal of Borneo Holistic Health, 3 (1).

Pakpahan, R., & Fitriani, Y. (2020). Analysis of the use of information technology in distance learning amid the corona covid-19 virus pandemic. Journal of Information Systems, Applied, Management, Accounting and Research, 4 (2), 30–36.

Prawiyogi, AG, Purwanugraha, A., Fakhry, G., & Firmansyah, M. (2020). The Effectiveness of Distance Learning on Student Learning at SDIT Cendekia Purwakarta. Journal of Primary Education, 11 (1), 94–101.

Putro, H. P. N., & Alviawati, E. (2021). RISK REDUCTION IN SCHOOLS IN DISASTER-PRIED AREAS IN WETLAND ENVIRONMENT, BANJAR DISTRICT. *Jurnal Socius*, *10*(1), 96–105.

Setiawan, AR, & Muyassaroh, AZ (2020). Student Activity Sheet for Distance Learning Based on Scientific Literacy on the Topic of Coronavirus Disease 2019 (COVID-19).