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APPLICATION of STRATEGY TEAM BUILDING IN ENHANCING STUDENT LEARNING OUTCOMES

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ABSTRACT

This research was carried out for 1 month which began in October and November 2013. The purpose of research to determine the application of the strategy team building can improve student learning outcomes on the concept of ecosystem in class VIII with the subject as many as 40 students. The results showed that use of the strategy team building can improve the learning results content ecosystem. Based on the data obtained: in cycle I, the end of the cycle test results showed 37,5%; cycle II is 52,5%; and cycle III is 75% of students achieving the Graduation Minimum Standards (GMS)

KEYWORDS: team building, learning outcomes.

1. INTRODUCTION

An attempt to overcome a learning disability and improve the quality of education school among the preparations are apply a strategy of learning new. Learning strategy is the way that is used by the teacher to the learning process with wide variations and so students avoid from a sense of bored and created an atmosphere that is comfortable and agreeable (Djamarah, 2006). In interaction of learning and teaching there are various kinds of learning that strategy aimed to make the teaching and learning process to take place. It is also intended to create the teaching and learning process thoroughly (Mulyasa, 2008). Learning style is the key to develop performance in employment and in situations private understand friend in learning process. Teachers have to realize that each person have a way that optimal in studying new information and some students need to taught other ways of the strategy teaching (Usman, 2005). Know learning style this different help the teacher to will get anywhere near the all or hamper all students by submitting information by different styles (Minarni, 2009).

2. METHODS

The kind of research used is research class action, the management of this research involving planning, the action, observation and reflection. A design study used is the model research class action developed by Kammis and Taggart, they use four components action consisting of planning, action, observation and reflection. Subject in this research is a student VIII who were 40 people who are still active learn in junior high school 14 in Ambon years lessons 2015/2016. Funded by the results obtained by the results of pretest, cycle I and cycle II that reflects

understanding students with the concept of the ecosystem in teach, by the application of strategy team building, expected an increase in the student with the value set individually namely 65 while for klasikal 70.

Cycle I Planning

1. Identification problems and the determination of alternative problem solving.
2. Prepare implementation plan teaching, media learning and any device teaching to be used in accordance with the methods under basic based on subjects of learned.
3. Make sheets of observation to observe learning during the application of the act of, which includes interest, motivation and liveliness student learning.
4. Somposing test for measuring study results students during the act of research applied

Action

1. Convey indicators learning and motivate students. Teachers presented his indicators lessons to be achieved and motivate the student to study.
2. Organize students in learning groups. Each group consists of 4 students
3. Teachers present information to students in the form of a method of talk by using worksheets students.
4. Students listen to explanation teachers about which matter is learned.
5. Students discuss with friends of the group to discuss (cases) had prepared by teachers.
6. Teachers pointed at random group will presentation explain who are being studied by using media or props.

7. Evaluation, teachers evaluate study result about which matter is was given to each student.
8. Give award, teachers seek ways to appreciate nicely the and study results individuals and group, for example teachers stretch out the thumb if the students answer or to presentation

OBSERVATION

1. Conducting observations on the action when learning held wearing format observation prepared.
2. Implement evaluation for measuring study results after the act of students applied.
3. Demand response students on the implementation of the act of using a questionnaire prepared. Evaluation and demand response was done last every cycle

Reflection

1. Rerflection is based on data analysis, both data observation or data the evaluation.
2. Improve the implementation of the act of conforming the evaluation, for use on next cycle.

Cycle II

Planning

1. Identification problems that arise in the cycle I and has not been handled then done alternative the determination of solving a problem.
2. Determine the achievement indicators learning outcomes.
3. Development of the courses of action II

Action

The implementation of the act II referring to identify the trouble on cycle I, according to an alternative solutions had been determined, among other through:

1. Teachers are doing apersepsion
2. Students introduced with matter will be discussed and purpose to be achieved in learning.
3. Teachers organize students in group learning. Each group consists of 4 students
4. Teachers present information to students in the form of a method of talks with using media or props.
5. Students explanation teachers hear about which matter is learned.
6. Students discussions with friends groups to discuss (cases) already prepared by teachers.

Table 1. Analysis of test the end of cycle I

Score	Frequence	Percentage	Description
$x \geq 70$	15	37,5 %	Completed
$x < 70$	25	62.5 %	No completed

Based on table 1 above shows that as many as 15 students from 40 students who reached the percentage completed value greater than 70 or worth 37,5% of students reach to Graduation Minimum Standards. This shows the cycle i have been increased from test results early. But had not said to be successful because not yet

7. Teachers pointed at random group will presentation explain the being studied with using media or props.
8. Evaluation, teachers evaluate study result about which matter is was given to every students.
9. Appreciation, teachers seek how to use appreciate nicely the study results and individuals and group, for example teachers a show of thumb if the students answer or presented the results of little more broadly about this properly

OBSERVATION

1. Conducting observations in accordance with format prepared and record all required that occurred during the action taking place.
2. Appraise the outcome of the act of conforming with format have been adopted.
3. Demand response students on the implementation of the act of using a questionnaire prepared. Evaluation and demand response was done last every cycle.

Reflection

1. To conduct evaluation of action against cycle II based on the data collected.
2. Reflection were based on the results of the analysis data, good data observation and data evaluation

In cycle III designed in a similar way to a cycle I and II with the concept of the ecosystem, steps to be performed same as cycle I and II only in cycles III things considered to be is weak in cycles I and II repaired. In accordance with the kind of data that would be collected, then the analysis of data the research was done in two kinds, namely qualitative analysis into effect in the observation data against learning activities done by teachers. While the quantitative analysis into effect in data student learning activity after attending the learning process for every cycles.

3. RESULT

Cycle I

At the end of cycle I carried out a test the end of cycle about sub matter understanding ecosystem, ecology as the science, the use of terms in the ecological and components authors ecosystem. About a test of 10 about in the form of multiple choice. As for the result of a test the end of cycle i can be seen in table the following analysis.

65% of students reach to Graduation Minimum Standards.

Cycle II

At the end of a cycle carried out the second test cycle on various interaction in ecosystem, the food chain, food web, and a pyramid ecology. About a test of about the

discussion which consists of 5 items. But tests the cycle II in table following analysis.

Table 2. Analysis of test the end of cycle II

Score	Frequence	Percentage	Description
$x \geq 70$	21	52.5%	Completed
$x < 70$	19	47.5 %	No completed

Table 2 above shows that 21 students from 40 students who reached value the percentage completed greater than 70 or of 52,5% of students reached GMS. This indicates cycle II has experienced from the cycle I, but it is said has not been successful because they had not been 65% of students reached GMS. To completed test results the end of cycle II

Cycle III

At the end of cycle carried out a test the end of cycle III about matter cycle biochemistry. Tests of about essay consisting of 4 items. As for the result of a test the end of cycle III can be seen in table the following analysis.

Table 3. Analysis of test the end of cycle III

Score	Frequence	Percentage	Description
$x \geq 70$	30	75%	Completed
$x < 70$	10	25%	No completed

Based on table 3 above, shows that as many as 30 students than 40 students who reached the value of the pass rates greater than 70 or equal to 75% of students reach GMS. To completed the test results of the end of the cycle III. Observations in general of the teachers and students in learning in cycle III has reached a hoped-for goal. Where had already demonstrated implemented the teaching process in class has been implemented as

expected. This can be seen from observations on teachers who shows is that all the stage of activity in lesson plans has been implemented good. Reflection was carried out in the end of the meeting cycle III (after obtaining test scores students). In general, an increase in the percentage of achievement GMS at each cycle can be seen in the table below.

Table 4 Amount of students at GMS

Score	Pretest	Posttest			Description
		Cycle I	Cycle II	Cycle III	
$x \geq 70$	4	15	21	30	Completed
$x < 70$	38	25	19	10	No completed
Amount	40	40	40	40	

Based on table 4 above shows that the percentage of achievement GMS continues to increase for each cycle, from a pre-test by 10%, cycle I of 37,5%, cycle II increased to 52.5% and cycle III also increase to 75%. As for an increase in the percentage of achievement GMS at each cycle can be seen on a chart the following.

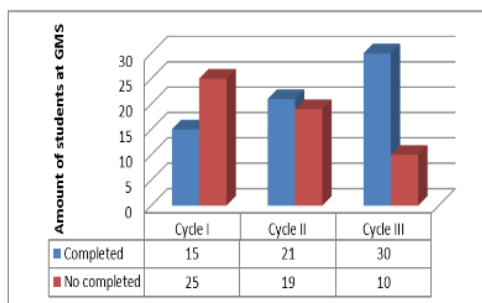


Figure 1. Amount of students at GMS

The results of this increase show that strategy team building applied are ready to use well if teachers. Thus

be said that hypothesis action has been achieved namely by implementing the team building, ecosystem study results in a student VIII junior high school 14 Ambon can be improved.

4. DISCUSSION

The results of a pretest showing no 4 students from 40 students at value > 70 with the exhaustiveness as much as 10%. This gives implies that study result biology graders VIII junior high school 14 Ambon to the matter ecosystem still relatively low. Think of tests early then the researcher, subject teachers the companion by design further activities appropriate to step cycle team building strategy with the aim of enhancing students study results. Reflection aims to reflect device learning, analyzing the learning process that lasted and so show deficient and excess on the process done so that no attempt to remedy lack and improve the excess in order to get better results. In the cycle I got the reflection as follows.

Teacher Activity

From the observation known that in cycle I through reflection, teacher has not done learning appropriate

lesson plans. Where in lesson plans designed contain to step activities and time in any activity had been determined. Hoping that learning optimal and the purpose of learning could be achieved. Trailers in the first meeting, learning is not based on step and appointed, that learning optimal done. This may be due to the lesson plans teachers have not made. To step not committed activity core, teachers are guide students in discussions between group to discuss a result of working group.

Of those things together, obtained several weaknesses like in the first meeting of teachers not to convey the purpose of learning to students. In addition more teachers give opportunity to students to discuss so that use of time ineffective also have not give opportunity to students to read the matter at textbooks. In explaining the material in the front of the class still focused on some students. So that there is a chance for other students play and tell stories and less serious follow learning. Here teacher less see management class, optimally. Teachers only busy make clear and focused on group considered active. It is also at the time of explaining how to fill work sheet students too quickly so that some students experienced difficulty in work sheet students 01. Then was also not yet optimal give impetus to students to an inquiry group, guidance evenly even though has around. The management of time also optimal, so work sheet students was never discussed together there is even a group that is not finished work sheet students lack of time.

Students Activity

Strategy team building is strategy learning in the form of group discussions who is not new to students, so in learning there are no deprived of students (Silberman, 2010). But students not see explanation teachers, students less active in group discussions, students could not pass an opinion at the time of the subject matter taught. There are several students have not been able to cooperate in the group, because expected in the team building one is cooperate and in fact members of the group 4 and 6 only one students is active. Behavior irrelevant, the stories and mutual disturbing, this is because optimal teacher guidance to each group, because every group needed guidance from teachers at the same time.

Teachers have improve the carried on cycle i and have undertaken action and an increase in student study results of the tests before. In explaining matter in front of the class have been watching on all groups. Sometime approached students who did not notice in describing. Was also in explaining matter was to be attended by students well. Efforts to optimize teachers are learning activities so the purpose could be achieved

5. CONCLUSIONS

The use of strategy team building can improve learning outcomes matter ecosystem to their students VIII junior high school 14 Ambon.

6. ACKNOWLEDGEMENTS

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