

THE USING OF “PAKEM APPROACH” IN THE STUDENTS’ LEARNING ENGLISH ACTIVITY

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ABSTRACT

This study was aimed to know the teaching method of the teacher, and to know the active learning of students in the classroom. The research method used in this research was a descriptive study. The population of this research was the sixth grade of SD Kartika XX-I Makassar with the sample consist of 26 students. Data collection is taken by giving the test. The students were asked to rearrange the picture in groups. The results found that the method used by teachers is PAKEM method. The result of the average score is 75.05 with a standard deviation of 16.2. It is known that the range of values of 80-100 are 7 people (26.9%) with excellent category, 66-79 ranges of 6 (23.1%) with good category, the range of values 56-65 is 3 (11, 5%) with moderate category, 40-55 value ranges were 6 persons (23.1%) with the category of less, 30-39 score range was 4 persons (15,4%) with failed category. It can be concluded that student activeness in class is good.

Keywords: Methods, Teaching Strategies, Activeness

ABSTRAK

Penelitian ini bertujuan untuk mengetahui metode pengajaran guru, dan untuk mengetahui pembelajaran aktif siswa di kelas. Metode penelitian yang digunakan dalam penelitian ini adalah penelitian deskriptif. Populasi penelitian ini adalah siswa kelas enam SD Kartika XX-I Makassar dengan sampel berjumlah 26 siswa. Pengumpulan data dilakukan dengan memberikan tes. Para siswa diminta untuk mengatur ulang gambar dalam kelompok. Hasil penelitian menemukan bahwa metode yang digunakan oleh guru adalah metode PAKEM. Hasil skor rata-rata adalah 75,05 dengan standar deviasi 16,2. Diketahui bahwa rentang nilai 80-100 adalah 7 orang (26,9%) dengan kategori sangat baik, 66-79 rentang 6 (23,1%) dengan kategori baik, kisaran nilai 56-65 adalah 3 (11, 5 %) dengan kategori sedang, rentang nilai 40-55 adalah 6 orang (23,1%) dengan kategori kurang, kisaran skor 30-39 adalah 4 orang (15,4%) dengan kategori gagal. Dapat disimpulkan bahwa keaktifan siswa di kelas baik.

Kata kunci: Metode, Strategi Mengajar, Keaktifan

INTRODUCTION

Teaching is a complex process not only conveying information from teachers to students. Many activities and actions that must be done, especially if the desired results of learning. For that, teachers need to use the methods in delivering their lesson. The method is very diverse by considering whether a learning method is suitable for teaching a particular subject matter; the teaching method emphasizes the active learning process of students in an effort to obtain the ability of learning outcomes. Chosen teaching method should be tailored to the form of learning or learning outcomes expected by students.

Learning is basically a process of behavioral change that occurs from the interaction between a teacher and his environment. The learning process should emphasize on the method or how to teach students, the learning process is implemented in order to provide opportunities for students to gain learning experience, the process of learning more directed to study the subjects of the process can be diverse ranging from simple by using lectures to complex as with the method of the invention.

Learning is an activity that we must do to children or students, because it is the key to success to reach a bright future, preparing the nation's generation with high knowledge of science. In the end, it will be useful for the nation, Country, and Religion. Seeing such a vital role, then applying effective and efficient methods is a necessity. With the hope of teaching and learning process will run fun and

not boring. According to Jean Piaget, the development of human thought is divided into four stages. Phase I (age 0-2 years) stage of sensorimotor, stage II (age 2-7 years) pre-operational stage, stage III (age 7-12 years) concrete operational stage, and stage IV (age 12-adults) formal operations (Piaget in Suparno, 1997: 34). Based on the stages of thinking development, the elementary students are in the concrete operational stage. This means that if teachers explain a new concept must be accompanied by props that can be seen, kissed, or touched. Meanwhile, children also have the potential of birth in the form of a high curiosity and imagination.

In addition, according to the results of Neurology research, the development of the human brain reaches 80% occurs at the age of 0 to 8 years. So in the early grades of elementary school, the child is at golden age. Therefore, the teacher must serve the learning of the child according to the nature and stage of development, so that the child can develop his curiosity and potential optimally, including his talents and interests. Active learning process in accordance with the characteristics of children's learning, of course also will develop the ability to speak / communicate in line with the ability to think. Learning through group work, developing the ability to interact by asking, expressing opinions, expressing ideas, telling stories is a means of developing language skills, while developing thinking and reasoning skills. SD Kartika XX-I is one of the school that still use KTSP in teaching and learning process, and use the approach to teach in the class Beyond the

reach of it the researcher take this school to make a research. From the background of the above problems, the author tries to examine whether the teaching methods of teachers have something to do with the active learning of students in the class that makes into a study entitled: the using of PAKEM Approach on the Activity of Student Learning English at SD Kartika XX-I Makassar 2017/2018

This study is based on the statement of the problem: (1) how is the teaching method used by the English teacher at SD Kartika XX-I Makassar? (2) How is the student activeness at SD Kartika XX-I Makassar?. And the objectives of this study are (1) to know the method of teaching teachers, (2) To know the active learning of students in the class. The significant of the study is, for the teacher know the best method in teaching to the make the student active in the class. And for the future Researchers can find the effective method to the make the students active in the class.

LITERATURE REVIEW

Basically teacher is an educator. The educator is an adult with all the ability he has to be able to change the psychic and mindset of his students from not knowing. One of the things that teachers have to do is to teach in the classroom. One of the most important is the performance of teachers in the classroom. How a teacher can master the classroom to create a fun learning atmosphere. Thus, the teacher must apply learning methods in accordance with the characteristics of learners.

Learning methods are ways or techniques of presentation of lesson materials that will be used by teachers when presenting lesson material, either individually or in groups. Prof. Dr. Winarto Surakhmad (1961) said that “teaching methods are ways of execution rather than the process of teaching, or about how technically something a lesson material is given to students in school”. Bharadwaj & Pal (2011) cited in Ganyaupfu sustained that “teaching methods work effectively mainly if they suit learners’ needs since every learner interprets and responds to questions in a unique way”.

In order to achieve the learning objectives that have been formulated, a teacher must know the various methods. The educator must be willing and able to change the pattern to think through the process of providing a new understanding of a concept that is considered more effective and useful for the implementation of its duties. This means that educators must be willing and able to change the view of teacher-centered learning (teacher centered) into a student centered learning outlook. In this case, the expository is a teacher-dominated learning model (teacher centered), on the contrary it is a learning process student centered.

The accuracy of the use of teaching methods is very dependent on the purpose, content, teaching and learning process. In terms of its application, there are appropriate methods used for students in large numbers and there is appropriate for students in small quantities.

PAKEM Approach

Lessons that are currently developed and widely introduced to all corners of the country

are Active, Creative, Effective, and Joyful Learning or abbreviated as PAKEM. Lessons that are currently developed and widely introduced to all corners of our country are Active, Creative, Effective, and Joyful Learning or abbreviated as PAKEM. It's because this learning is designed to enable children, develop creativity, effectively but still fun. RI of Law no. 20, ARTICLE 40, VERSES (2) of 2003 on National Education System said: Teachers and educational staff are obliged: (1) Creating a meaningful, fun, creative, dynamic and dialogical education environment; (2) Having a professional commitment to improve the quality of education; and (3) To model and maintain the reputation of the institution, profession and position in accordance with the trust given to it.

The learning process in the educational unit is organized interactively, inspirational, fun, challenging, motivating the students to participate actively, giving a space for initiative, creativity and independence according to the talents, interests and physical development and psychology of students. In addition, the teacher should understand the nature of PAKEM and mastering PAKEM-oriented learning strategies / models. Some people think that Active, Creative, Effective, and Joyful Learning (PAKEM) is the same as group work. If in a class the students are sitting in groups, then we easily say the class is PAKEM approach. By learning the right group for example, students learn one skill that is communicating and working together in teams. Through challenging task forms, students can build the ability to search and process the information, make decisions, and solve

problems. PAKEM is one of the Efforts that offer a renewal in the classroom. Learning activities. according to Walter Dick ad Lou Carey (1990: 165) cited in <http://skripritha.blogspot.com/2010/05/proposal-meningkatkan-motivasi-belajar.html>: "One of the most powerful components in the learning process is that of practice with feedback. You can enhance the learning process by adding the student with activities that are relevant to the objectives. Student should be provided an opportunity to practice what you can do to be able to do. Not only should they be able to practice, but they should be provided feedback or information about their performance. Feedback is sometimes referred to as "knowledge of results". That is, Students are told whether or not there is a copy of the right answer or an example from which they must infer whether their answer is correct. Feedback may also be provided in the form of reinforcement. Reinforcement for adult learners is typically in terms of statements like "Great, you are correct". Young children often respond favorably to from of reinforcement such as an approving look from the instructor or even the opportunity to do some other activity". One of the most powerful components in the learning process is practice with reciprocity. The effect of reciprocity may be given in strong form. Power for adult learners is specialized in terms of statements such as "Great, you're right". Young people often respond either to the giving of the instructor or to other activities.

PAKEM learning should be culturally educated practitioners especially teachers in all

subjects in school. To be able to understand the learning of PAKEM can look at the characteristics as stated by Lynne Hill cited in <http://skripritha.blogspot.com/2010/05/proposal-meningkatkan-motivasi-belajar.html>; (1) The learning is well planned, which is based on the results in the identification of goals and initial ability of students and includes the sequence of learning, classroom organizing, management of learning resources and ways assessment to be used. (2) The learning is interesting and challenging that is characterized by the role of teachers and not always dominant, while students actively perform learning activities. Learning can also increase learning motivation, improve critical thinking skills; solve problems, including open tasks (3) Students as learning centers, which are marked by the demands that students actively involved, participate, work, interaction among the student, find and solve problems. (Khaerudin in www.ilmupendidikan.net). It was cited in <http://skripritha.blogspot.com/2010/05/proposal-meningkatkan-motivasi-belajar.html>.

PAKEM is an anonymous of Active, Creative, Effective, and Joyful Learning. Active is meant that in the learning process, the teacher must create an atmosphere in such a way that the students actively ask, question, and put forward the idea. The beginning of PAKEM words developed from the term AJEL (Active Joyfull and Effective Learning). The first time in Indonesia in 1999 was known as PEAM (Effective, Active and Fun Learning). But along with the development of MBS in Indonesia in 2002 the term PEAM was changed to PAKEM,

which is short for Active, Creative, Effective and Joyful Learning. However, if examined in the PAKEM training modules, the theoretical foundations used in them are essentially taken from theories of active learning or active learning. The following views of experts on activities, students, and active learning environment described by Missouri Department of Elementary and Secondary. (a) Silberman, M (1996) describes the time of active learning, the students do a lot of activities. They use their brains to learn ideas, solve problems, and apply what they learn. active learning is to learn quickly, fun, passionately, and personal involvement to learn something well, have to hear, see, answer questions, and discuss it with others. All that is required by students to do the activities - describe it yourself, modeling, trying skills, and carrying out tasks in accordance with the knowledge they already have. (b) UC Davis TAC Handbook, Active Learning is a learning approach that involves students to become teachers for them. Active learning is an approach not a method.

PAKEM meant that in the learning process the teacher must create an atmosphere in such a way that the student actively asks, questions, and puts forward the idea. Learning is indeed an active process of the student in building his knowledge, not a passive process that receives only teacher talks on knowledge. Broadly speaking PAKEM can be described as follows: PAKEM not only applies to students, but also from the teacher side. Active from the teacher side by: monitoring student learning activities, giving feedback, asking challenging

questions and questioning student ideas. Creative from the teacher side can be seen from the activities developed quite diverse and the development of various teaching aids (props). Effective is that the learning done can achieve the goals set. While fun in the sense of teachers, condition the child to not afraid of being wrong, fear of being laughed at or taken for granted. Cited in <http://teoribelajarpaikem.blogspot.com/>

The characteristics / characteristics of PAKEM are: (a) Learning activate learners, (b) Encourage students' creativity & teachers, (c) Effective learning, (d) The learning is fun especially for learners. Purpose learning objectives goals; (a) Assess individual capabilities through specific tasks, (b) Determine learning needs, (c) Help and encourage students, (d) Help and encourage teachers to teach better, (e) Define learning strategies, (f) Institutional accountability, (g) Improving the quality of education.

<http://makalahdanaskep.blogspot.com/2011/09/pembelajaran-model-pakem.html>

Students' Activity

Any organization as small as its scope, requires the participation or activeness of its members. Likewise with extracurricular activities, this activity also requires the participation or activeness of its members ie students. According to Anton M. Mulyono (2001: 26) "Activity is an activity / activity or anything done or activities that occur both physical and non physical. Sanjaya (2007: 101-106) "activity is not only determined by physical

activity alone, but also determined by non-physical activities, such as mental, intellectual, and emotional".

So, the above statement can be concluded that the activity is an activity / activity performed both physically and non-physically as mental, intellectual, and emotional. Every organization is small in scope, requiring the participation or activeness of its members. Likewise with extracurricular activities, this activity also requires the participation or activeness of its members is students.

There are four characteristics of students' learning activity:

- 1) Desire and courage to display feelings,
- 2) desires and courage and achievement opportunities in activities both preparation, process and continuation of learning,
- 3) Appearance of various efforts and creativity of teaching and learning in living and completing teaching and learning activities to achieve its success,
- 4) Freedom and flexibility do the above without the pressure of the teacher or others.

METHODOLOGY

The method employed in this research was descriptive method. According, whitney (1960) descriptive method is a fact-finding with the right interpretation. The setting of this research was at the sixth grade, SD Kartika XX-I Makassar. The population of this research was 26 students.

FINDING AND DISCUSSION

From the study it was found that the method used by the classroom teachers was the PAKEM method. According to Rusman (2010: 321) that PAKEM comes from the concept that learning should be child-centered and fun for them to be motivated to continue to learn on their own without being told and not to feel overwhelmed and afraid. This means that the PAKEM method is a learning model based on four principles: creative, effective, active and fun. The results of this study indicate that the ability of students' activity in the classroom based on the results of observations of students of class VI SD Kartika XX-I Makassar is in very good category. With the percentage of the final value of the 80-100 score range of 7 people (26.9%) with excellent category, 66-79 ranges of 6 (23.1%) in good category, the range of 56-65 is 3 (11.5%) with moderate category, the range of values of 40-55 was 6 persons (23.1%) with the category of less, the 30-39 score range was 4 (15.4%) with the failed category. Ability of student activeness in class based on result of observation of student of class VI SD Kartika XX-I Makassar has average value equal to 75,07 with standard deviation equal to 16,2.

CONCLUSION

Based on the research findings obtained from this research, it can be concluded that the students' activity was categorized into very good. Students build a better understanding of the main concepts more often when they are engaged in solve problems during class activities.

Suggestion

Teachers should create an atmosphere conducive to learning in order to enhance the

development of students' learning experiences. Moreover, teachers should also increase their knowledge of instructional strategies in order to keep students engaged and motivate throughout the learning process.

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