

Efforts to Improve Science Learning Outcomes Using the Field Triep Learning Method in Class Four

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Abstract

This research was motivated by student learning outcomes which were not good enough in science subjects in class IV MI Wasilatul Huda Surabaya Udik. This is because students do not understand the material being taught, students are less interested in learning, and students are less able to follow the learning process. The aim of this research is to determine the improvement in learning outcomes through the Field Trip method of learning in class IV science subjects at MI Wasilatul Huda Surabaya Udik for the 2022/2023 academic year. In the material observing the cycles of living things. This type of research uses Classroom Action Research (PTK). This research was conducted for 2 cycles, each cycle held 2 meetings. The subjects were 20 students. Data collection techniques in this research are in the form of observation sheets, tests and documentation as well as analysis techniques using quantitative and qualitative analysis. The results of this research show that student learning outcomes in cycle I were 50%, then increased in cycle II, reaching 80% completion with a class average of 85.5. Based on the results of this research, it can be concluded that the use of the Field Trip method can improve student learning outcomes in class IV science subjects at MI Wasilatul Huda Surabaya Udik for the 2022/2023 academic year.

Keywords: Field Trip Method, Student learning outcomes, science

INTRODUCTION

Learning as a pedagogical concept can technically be interpreted as a systematic and systemic effort to create a learning environment that has the potential to produce a learning process that leads to the development of individual potential as students (Udin S Winataputra et al, 2014). In learning, you should pay attention to students because they are the ones who receive the knowledge provided. Every student has different uniqueness. Therefore, learning should pay attention to these differences in order to achieve a goal. The learning process cannot be separated from various strategies, methods, even learning resources and media used by teachers so that students can learn effectively and efficiently, as well as regarding what the objectives of the teaching and learning activities are. If we look at the term teaching and learning, there are two processes or activities, namely learning processes/activities and teaching processes/activities. These two processes are inseparable from each other. The learning process occurs due to individual interaction with the environment. Because the learning process is not interesting and does not provide opportunities for students to be active in the learning process, science learning outcomes for class IV students at MI Wasilatul Huda tend to be low compared to other subjects. It can be seen in the data table for the Final Semester Assessment scores for class 4 MI Wasilatul Huda Surabaya Udik

RESEARCH METHODS

The research method uses Classroom Action Research (CAR). Class 22 Action Research (PTK) is a type of research that is expected to be a solution to problems in the classroom.

Classroom Action Research (CAR) also has the following objectives:

1. Improving and increasing the quality of education.
2. Identify, understand, and solve problems.
3. Improving practice in learning.
4. Improving student learning performance, learning processes, learning aids and other learning resources.

Apart from the above objectives, Class Action Assessment (PTK) also has many benefits, the benefits of PTK are as follows:

1. Improving the quality and quality of learning in class.
2. Can develop techniques, methods, or approaches that are continuously reviewed to see their effectiveness in the classroom.
3. Improving teacher professionalism.
4. Improve learning.

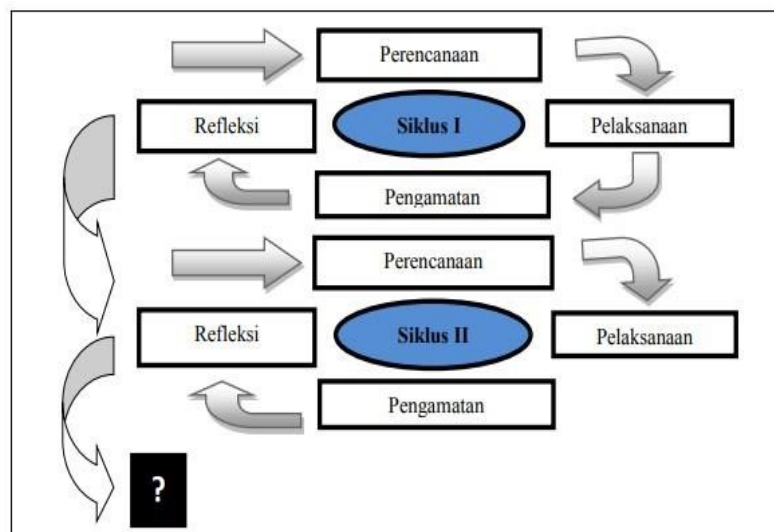


Figure 1. PTK stages according to Kemmis Taggart

RESULT AND DISCUSSION**Research result**

In Classroom Action Research (PTK) which was carried out at MI Wasilatul Huda Surabaya Udik, Sukadana District, East Lampung Regency, in this research the researcher used the Field Trip method which was carried out in 2 cycles with 2 meetings per cycle.

In Cycle I, the first meeting was held in the form of a pre-test to find out the students' test results before action was taken. After that, the researcher carried out a process (action) to improve student learning outcomes in mathematics lessons. At the last meeting, the researcher conducted a post-test to find out whether there was an improvement in the actions that had been taken. In cycle 1, according to observations, there was improvement but it was not yet completely successful. Cycle research 1 can be said to have not been successful because some students were not very active and did not focus on learning. Some students were still playing when the researcher started the lesson. Apart from that, there are some students who don't seem to be paying attention to learning, there are students playing around, not focused on learning, there are students who are still embarrassed to ask questions about material they don't understand.

Meanwhile in Cycle 2, the learning process went well and smoothly. Most of the students are active and focused in the learning process, as can be seen from the scores obtained by students in the cycle 2 research process. From the explanation above, it can be seen that research using the Field Trip method can improve student learning outcomes.

Based on the results of research on improving science learning outcomes using the Field Trip method at MI Wasilatul Huda, it can be seen that using the Field Trip method can help teachers in the learning process. Learning research using the Field Trip method was carried out in accordance with initial observations which showed that student learning outcomes in science subjects had not yet reached the criteria for completeness. Based on the research conducted, the learning process using the Field Trip learning method is able to improve the learning outcomes of students, this can be seen from the improvement in each process carried out during the research. To see the improvements that occurred during the research, the researcher made a comparison of the results obtained by the students, which can be seen in the attachment....

In the process of learning activities, students become more enthusiastic about participating in learning activities, those who were not serious about learning at first gradually started to take learning seriously, those who often played in class have started to focus on learning. This can be seen from the increasing change in data results every cycle. In cycle I it was only in the sufficient category, while in cycle II it was in the good category.

More details of the increase in student learning outcomes in cycle I and cycle II in learning science using can be seen in the following table and figure:

Table 1. Comparison of student test scores.

No	Information	Cycle 1		Cycle 2	
		Amount	Percentage	Amount	percentage
1	Complete value	10	50%	16	80%
2	Grades are incomplete	10	50%	4	20%



Figure 2. Percentage of students' test score completion

Based on the table and graph above, it can be seen the difference in student scores and the increase in the level of student learning success in cycle 1 and cycle 2. The level of completeness of student learning outcomes in the pre-cycle is known to have an average score of 61 with a completeness level of 25% and the highest score is 85 while the lowest score is 0. Some students do not understand the material on the cycles of living things. The posttest in cycle 1 is 72 with a completion level of 50%. There has been an increase in students understanding the cycles of living things by around 25%, the highest score is 90 and the lowest score is 60. This shows an increase in student learning outcomes in understanding the cycles of living things.

Meanwhile, in cycle II, it was found that the average posttest score was 84.5 with 80% completeness or 16 students out of 20 students. The increase in students' understanding of the cycles of living things increased by 30% from cycle 1, the highest score was 100 and the lowest score was 60.

Thus, the target percentage of completeness of student learning outcomes of 75% has been achieved with 80% of students completing. The results of this research and explanation show that students' learning outcomes in science subjects using the Field Trip method have increased, this happens because teachers are optimal in using the Field Trip method by using the right steps. So this research can prove that the Field Trip method can improve student learning outcomes in science subjects.

CONCLUSIONS

This research shows that using the Field Trip method can effectively improve student learning outcomes in understanding the material on the cycles of living things in science subjects at MI Wasilatul Huda Surabaya Udik. Before implementing the Field Trip learning method, the level of completeness of students' learning outcomes was at a low level, with an average pretest score of 61 and a complete level of only 25%.

Apart from that, this research provides evidence that the process of using the Field Trip learning method effectively can improve student learning outcomes at the elementary/MI level. In this research, the teacher has implemented the Field Trip learning method with the following steps appropriate steps and effective use strategies.

The research results show that using the Field Trip learning method provides a more interesting and interactive learning experience for students. There has been a significant increase

in students' understanding of the material on the cycles of living things in science subjects. At first, the level of students' understanding was low, but after implementing the Field Trip learning method in two cycles, there was a significant increase in the posttest average, level of completeness, as well as the highest and lowest scores. Thus, the use of the Field Trip learning method in the learning process at MI can have a significant positive impact on student learning outcomes.

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