Teacher's Efforts to Improve Students' Activity and Learning Outcomes through Classroom Meeting at SMK Budi Luhur Tebo Jambi

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Abstract

Learning is a conscious and planned effort to create learning atmosphere. In order student become good student, the learning process was carried out interactively. When the learning was carried out, the students only received the material provided by the teacher. The aim of this research was to know the teacher's efforts to improve students' activity and learning outcomes through Classroom Meeting at SMK Budi Luhur. The method used Classroom Action Research conducted in class X TKJ with 30 students. The types of data used qualitative and quantitative data. This research was conducted in three cycles consisted of cycle I, II and III which has stages were planning, actions, observing, analyzing and reflecting. The result of this study was using Classroom Meeting could increase students' activity. It was indicated by the students who pay attention when the teacher presents the subject from 50% in first cycle, 73% in second cycle, 83% in cycle III. Then, when the teacher presents problems increased from 30% in first cycle, 77% in second cycle, 87% in third cycle. Students who dared to pose problems from 3% in first cycle, 17% in second cycle, then 37% in third cycle. Students who dared to express their opinions from 17% in first cycle, 53% in second cycle, then 73% in third cycle. Students who dare to give comments from 17% in first cycle, 50% in second cycle, then 87% in third cycle. Students who participated in making conclusions from 17% in first cycle, 50% in second cycle, then 80% in third cycle. Students who actively answered questions from 17% in first cycle, 60% in second cycle, then increased 87% in third cycle. The use of Classroom Meeting could improve student learning outcomes. It was indicated by 5.27 in cycle 1, and 6.54 in cycle II and 7.67 in cycle III.

Keywords: Activity, Learning Outcomes, Classroom Meeting.

1. Introduction

English is one of the subjects that has an important role in schools to support the development of science and technology. This can be seen from the application of English subjects and technological developments. Considering the importance of the role English as an international language, the government strive to improve the quality of education by making various improvements both in terms of facilities, infrastructure, processes, and other educational components. The quality of education includes the quality of inputs, processes, outputs, and outcomes. Educational inputs are declared qualified if they are ready to process. A quality education process is able to create a PAKEM (Active, Creative, and Fun Learning) atmosphere. The output is declared qualified if the academic and non-

academic learning outcomes of students are high. Outcomes are declared qualified if graduates are quickly absorbed in the world of work, salaries are reasonable, all parties recognize the greatness of their graduates and feel satisfied (Usman, 2006).

The teaching and learning process can be successful if there is a harmonious, commensurate, and contrasting interaction between teacher and students, especially in terms of students' activities in the learning process, both groups and individuals. Through learning students are expected to master and understand the concepts of learning taught by the teacher by increasing understanding and mastery of lesson materials. These activities can

be in the form of attention in the teaching and learning process, expressing opinions, working in groups, and others. Alipandie (2004) said that learning activities consist of two, namely physical activity and spiritual activity. Physical activity is a variety of activities carried out by students such as busy doing observation, experimenting with model construction, farming and others. While spiritual activity is the work of the psychological elements of students in teaching, observing carefully, remembering, thinking to solve problems, and drawing conclusions.

Law Number 20 of 2003 concerning the National Education System for Education Article 1 paragraph (1) states that learning is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by himself, society, nation and state. In order the students become good student, so the learning process is carried out interactively, fun, inspiring, motivating students to participate actively, and their physical and psychological development through learning models. The development of learning models is a series of activities in designing learning as a form of teacher accountability to students, society, nation and state. To realize this, the teachers must understand pedagogical principles, one of them is understanding learning models.

Based on the results of interviews that have been conducted by the researcher and English teacher at SMK Budi Luhur Tebo Jambi, it was obtained information that students' activity in learning English during the learning process was very lack. It could be seen from the lack of the student involvement in teaching and learning activities so that the learning outcomes not good, especially for class X TKJ (Teknik Komputer Jaringan). It could be seen from the low average semester test scores of the students in that class. When the learning was carried out, the students only received the material provided by the teacher. The students were more silent and did not pay attention to the teacher's explanation. The students did not dare to express opinion if there were questions from the teacher. Some of the students were asleep when the teacher explain the material. There was no motivation for the students in learning. The students still accustomed to the learning style in their Junior High Schools.

Meanwhile, from the results of the researcher's interview with students of class X TKJ (Teknik Komputer Jaringan) in learning activities, the teacher conveys the material was monotonous (focused on books / text books) and less varied so that the students feel bored in teaching and learning process. According to Sudjana (2009) learning outcomes cover the cognitive, affective, and psychomotor fields. From the three aspects must be met in the teaching and learning process in classroom. Meanwhile, teaching is very meaningful if it is seen from the activeness and desire of the students who are dominant in learning. In learning, activity is needed, because learning is doing. According to Sardiman (2003) activity is a very important principle in teaching and learning, because one of the causes of low students' scores is the lack of the students' activity in learning. The students also said that they felt afraid when the teacher gave question for them. They afraid to make mistake. They also had difficulties to understand the teacher's explanation and they had difficulties to communicate with their teacher. The students have argument that english is difficult and they don't like English.

To solve the problems, an effort is needed to create an interesting and fun learning atmosphere. The effort is the application of the Classroom Meeting learning model in the teaching and learning process with the aim of increasing students' activity and learning outcomes. The teaching and learning

model is a conceptual framework that describes a systematic procedure in organizing learning experiences to achieve learning objectives. (Winataputra: 2009).

This Classroom Meeting learning model is a learning model designed in the form of meetings where the students are required to be independently responsible for themselves and for others in a group to answer and submit opinions by discussing in solving problems so as to create a warm learning atmosphere, opened, and mutual respect to create a success. This is supported by the statement of Mudjiono and Dimyati (2003) that the Classroom Meeting model is a teaching and learning pattern designed to develop self-understanding and a sense of responsibility to oneself or a group.

2. Research Methods

The research method in this research was Classroom Action Research. Classroom Action Research is a kind of research that was done in the classroom by the teacher to improve teaching and learning process (Burns, 2010). This research was conducted in class X TKJ (Teknik Komputer Jaringan) at SMK Budi Luhur Tebo Jambi with a total students were 30 students consisted of 14 female students and 16 male students. The types of research data were qualitative data and quantitative data. Qualitative data was data about the students' activities and teacher's activities in the teaching and learning process, while quantitative data was data about the students learning outcomes at the end of each cycles. Qualitative data consisted of students' activity observation sheets and teacher's activity observation sheets during teaching and learning activities. Quantitative data was collected using a set of test tools in the form of multiple choice test given at the end of each cycles. The data was carried out when the learning activities took place, namely when the students carried out the learning activities both in groups and individually. Before the test questions were given in the study, a trial was conducted to obtain content validity, discriminating power, level of difficulty, and reliability of each items. This research was conducted in three cycles consisting of cycle I, cycle II, and cycle III. Each cycles was carried out 3 times face to face and at the end of each cycles was given a test. The researcher worked together with English teacher who taught in the classroom. Each cycles consisted of planning, action, observation, and reflection. It means that each cycles used the same procedure.

3. Discussion

The researcher conducted cycle I, cycle II, and cycle III which consisted of three meetings in each cycles. Each cycles consisted of planning, action, observation, and reflection. The researcher planned all instruments to conduct this reserach. The researcher prepared syllabus, lesson plan, teaching material, attendance list, worksheet that were used to observe and evaluate teaching and learning process. The topic in first meeting was Announcement consisted of Definition, Social Function, and kinds of Announcement. The second meeting discussed Structure and Language Features of Announcement. Then, the third cycle was a follow-up activity and improvement from the previous cycles. The learning process was carried out based on the results of the reflection of the actions in cycle II. At the last meeting of the first cycle, the students were given a formative test.

This test consisted of 40 multiple choice questions. In the second cycle, improvements were made and second formative test was held. In the third cycle, a formative test was carried out with a total of 11 multiple choice questions. The improvement of the students' activity in learning activities can be seen in the table below:

Table 1. The Improvement of Students' Activity in Learning

No	Activity	Cycle 1		Cycle 2		Cycle 3	
		Total of students	%	Total of Students	%	Total of Students	%
	Introduction						
1	Students who come on time	18	60	25	83	30	100
2	Students who have motivated to learn	10	33	15	50	25	83
3	Students who pay attention when the teacher writes the title of the lesson	10	33	15	50	25	88
4	Students who pay attention when the teacher delivers the goal of learning	5	17	15	50	25	88
5	**Core activities** Students who pay attention when the teacher delivers the	15	50	22	73	25	83
6	subject matter Students who pay attention when the teacher	15	30	23	77	26	87
7	presents problems Students who ask questions if there are	1	3	5	17	11	37
8	other problems encountered Students who dare to express their opinion	5	17	16	53	22	73
9	on the problem posed	27	90	30	100	30	100
10		12	40	22	73	24	80

No	Activity	Cycle 1		Cycle 2		Cycle 3	
		Total of students	%	Total of Students	%	Total of Students	%
	Togetherness the students sit in groups						
11	Students who follow the discussion carefully	10	33	22	73	26	87
12	Students participate	5	17	15	50	26	87
13	actively in discussions Students who dare to comment	25	83	27	90	29	97
14	Students who pay attention when the teacher concludes the results of the discussion	18	60	20	67	25	83
15	Students who pay attention to the teacher's re-explanation if there is material that is not clear	5	17	15	50	24	80
16	**Closing** Students who participate make conclusions about the subject matter	5	17	18	60	26	87
17	Students who are active to answer questions related to the teacher's learning	20	67	22	73	28	93
18	Students who pay attention when the teacher	20	67	23	77	30	100
19		15	50	20	67	25	83

No	Activity	Cycle 1		Cycle 2		Cycle 3	
		Total of students	%	Total of Students	%	Total of Students	%
	conveys information about the next subject matter						
	Students who collect homework						
	Students who answered the assignment correctly						

From the table of observations on student activities in cycles I, II, and III, it can be seen that the students who paid attention when the teacher delivers the subject matter increased from 15 people (50%) in cycle I, to 22 people (73%) in cycle II, then increased again to 25 people (83%) in the third cycle. The students who paid attention when the teacher presented problems increased from 15 (30%) in the first cycle, to 23 (77%) in the second cycle, then increased again to 26 people (87%) in the third cycle. The students who asked questions if there were other problems encountered increased from 1 person (3%) in the first cycle, to 5 people (17%) in the third cycle, then increased again to 11 people (37%) in the third cycle. The students who dared to express their opinions on the problems posed increased from 5 people (17%) in the first cycle, to 16 people (53%) in the second cycle, then increased again to 22 people (73%) in the third cycle. Togetherness the students sit in groups increased from 27 (90%) in the first cycle to 30 (100%) in the second cycle, then 30 (100%) in the third cycle. The students who followed the discussion carefully increased from 12 (40%) in the first cycle to 22 (73%) in the second cycle, then 24 (80%) in the third cycle. The students participated actively in discussions increased from 10 (33%) in the first cycle to 22 (73%) in the second cycle, then 26 (87%) in the third cycle. The students who dare to comment increased from 5 (17%) to 15 (50%) in second cycle then 26 (87%) in third cycle. The students who paid attention when the teacher concluded the results of the discussion increased from 25 (83%) to 27 (90%) in second cycle, then 29 (97%) in third cycle. Meanwhile, the students who paid attention to the teacher's re-explanation if there was material that was not clear increased from 18 (60%) to 20 (67%) in second cycle and 25 (83%) in third cycle.

By using the Classroom Meeting model, the students activities had increased from cycle I to cycle III because the students have motivation in learning, the students try to develop their abilities both in thinking and solving problems, the students felt valued because their opinions were not only heard by the group but by all the students in the classroom. For the students who do not dare to express their opinions in class, they can convey in groups so that the students become more active in learning.

Table 2. Teacher Improvement in Teaching

No	Activity	Observation Result Cycle I				Observation Result Cycle II				Observation Result Cycle III			
		0	1	2	3	0	1	2	3	0	1	2	3
	Introduction												

No	Activity	Observation Result Cycle I				Observation Result Cycle II				Observation Result Cycle III			
		0	1	2	3	0	1	2	3	0	1	2	3
1	The teacher enter the class to start the lsson			X				X				X	
2	The teacher checks students' attendance			X					X				X
3	The teacher motivates the students before start the lesson				X				X				X
4	The teacher writes the title of the lesson			X					X				X
5	The teacher conveys the learning indicators			X					X				X
	Core activities												
6	The teacher explains the topic of the lesson			X					X				X
7	The teacher presents the problem according to the topic to be discussed				X				X				X
8	The teacher gives opportunity to the students to ask other problems that they found				X				X				X
9	The teacher gives opportunity to each student to answer the problems posed				X				X				X
10	The teacher gives opportunities for all students to express their opinions			X				X					X
11	The teacher devide the students into a group				X				X				X
12	The teacher ask each group to discuss the answer from the problems raised and guide the discussion		X						X				X
13	The teacher asks each group to explain their answer		X						X				X
14	The teacher gives an opportunity for each group to giive comments		X						X				X
15	The teacher concludes the discussion			X				X					X

No	Activity	Observation Result Cycle I				Observation Result Cycle II				Observation Result Cycle III			
		0	1	2	3	0	1	2	3	0	1	2	3
16	The teacher gives opportunity to the students to ask questions if there is material that is not clear				X				X				X
17	The teacher answers questions from the students if there is material that is not clear	X				X							X
	Closing												
18	The teacher guides the students to make conclusions			X				X				X	
19	The teacher gives questions related to the indicators			X				X				X	
20	The teacher gives homework about the material that has been studied	X						X				X	
21	The teacher informs the next lesson			X				X				X	
22	The teacher asks the students to collect homework							X					x

From the table of observations on teacher's activities in teaching learning above, it can be seen that the teacher's activity has increased in each cycles, namely teacher activities that are categorized as less active there are 5 activities in cycle I, into 1 activity in cycle II, and in cycle III there is no teacher activities are categorized as less active. The teacher's activities are categorized as quite active, there are 9 activities in the first cycle, into 3 activities in the second cycle, then into 1 activity in the third cycle. There are 7 activities categorized as active teachers in the first cycle, 18 activities in the second cycle, then increased again to 22 activities in the third cycle. The improving of the teacher's activity in each cycle is because the teachers are accustomed to using the Classroom Meeting model in learning, so that the lesson plans that have been made can be implemented properly.

Table 3. Improving Students' Learning Outcomes

No	Observed Variables	Total or Percentage		
		Cycle I	Cycle II	Cycle III
1	Grade average class	5,27	6,54	7,67
2	Number of successful students	9 students	15 students	23 students

Based on the table above, it can be seen that student learning outcomes increase in each cycle. In the first cycle the average value obtained was 5.27 with the number of students who succeeded as many as 9 people, then the average value increased to 6.54 with the number of students who succeeded as many as 15 students in the second cycle, and in the third cycle the average value The average obtained increased again to 7.67 with the number of students who succeeded as many as 23 people. The students learning outcomes using the Classroom Meeting model from cycle I to cycle III have increased because the students better understand the subject matter presented by the teacher, this is because the student activity in learning using this model has also increased.

4. Conclusion

The conclusions in this study are the use of the Classroom Meeting model at SMK Budi Luhur Tebo Jambi can increase student activity in the learning process. This is indicated by the number of students who in each cycle has increased seen with students who pay attention when the teacher presents the subject matter increased from 15 people (50%) in the first cycle, to 22 people (73%) in the second cycle, then increased again to 25 people (83%) in cycle III. Students who pay attention when the teacher presents problems increased from 15 (30%) in the first cycle, to 23 (77%) in the second cycle, then increased again to 26 people (87%) in the third cycle. Students who dared to pose problems for discussion increased from 1 person (3%) in the first cycle, to 5 people (17%) in the third cycle, then increased again to 11 people (37%) in the third cycle. Students who dared to express their opinions on the problems posed increased from 5 people (17%) in the first cycle, to 16 people (53%) in the second cycle, then increased again to 22 people (73%) in the third cycle. Students who dare to give comments increased from 5 people (17%) in the first cycle, to 15 people (50%) in the second cycle, then increased again to 26 people (87%) in the third cycle. Students who participated in making conclusions about the subject matter increased from 5 people (17%) in the first cycle, to 15 people (50%) in the second cycle, then increased again to 24 people (80%) in the third cycle. Students who actively answered questions from the teacher related to learning objectives increased from 5 people (17%) in the first cycle, to 18 people (60%) in the second cycle, then increased again to 26 people (87%) in the third cycle. The use of Classroom Meetings in English subjects at SMK Budi Luhur Tebo Jambi Regency can improve student learning outcomes, especially in the material for Announcement. This can be seen from the increase in learning outcomes obtained by students in each cycle, namely 5.27 in cycle 1, and 6.54 in cycle II and 7.67 in cycle III.

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