

Improving Indonesian Language Learning Outcomes on Understanding Feelings Material Through Differentiated Learning Models with the Help of Visual Media for Grade 2 Students at UPTD SDN 192 Barru

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Abstract

This journal reviews the material on recognizing feelings through differentiated learning models for students in grade 2 of UPTD SDN 192 Barru. This study aims to determine the understanding of the material on recognizing feelings using differentiated learning models assisted by visual media in the Indonesian language learning process in grade 2 of UPTD SDN 192 Barru. This type of research is classroom action research (PTK). The research instrument is student worksheets (LKPD). The research data sources are the results of observations in class, interviews with homeroom teachers, and students. The results of the study showed that the increase in learning outcomes on the material on recognizing feelings using differentiated learning models assisted by visual media got good and quite satisfactory results. So it is in accordance with what the teacher expects. In cycle I, only 3 students completed and 10 students did not complete, while in cycle II all students achieved a completeness score of 13 students. Overall, student learning outcomes on the material on recognizing feelings increased at each meeting. The implementation process uses a differentiated learning model assisted by visual media that contains effective learning concepts on the material on recognizing feelings in Indonesian language learning. The impact of this material on recognizing feelings provides a deeper understanding and can understand the content of this material in a more enjoyable, inspiring and meaningful way.

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1. INTRODUCTION

Education is an important aspect of life, where every child, including children with special needs, has the same rights and opportunities to get it. In Indonesia, educational development continues to experience significant progress from year to year. In facing the future, along with developments in the world of education, children must be prepared with adequate provisions in various fields. Therefore, education needs to be given equally to all children without exception. (Pristiwanti, et al)

Learning outcomes are often used as a measure to find out how far someone has mastered the material being taught. (Purwanto, 2010:39). Learning outcomes according to Pramudya et al in Berliana, (2021) Learning outcomes are a process that aims to change student behavior. For example, students who initially did not know become aware, those who initially did not understand become understanding, and those who initially were unable become capable. Learning outcomes are changes that occur in an individual's overall behavior. According to Sukamadinata, he added that learning

outcomes are only a symbol of student success and a symbol of the teacher's success when teaching students. The problems with learning outcomes are caused by teachers who are inadequate in carrying out several teaching methods in diverse classes. According to Tasya Nabillah (2019) learning outcomes are a result and evidence of a person's learning as evidenced by changes in behavior. Learning outcomes can be seen in every change in these aspects, either from one aspect or several aspects.

Indonesian is the official language and national language of the Republic of Indonesia. According to Soenjono (2016) language is a very important means of spiritual communication in living together. Indonesian is used in various fields of life, such as government, education, law and mass media. In the view of Muslich, M. (2024) Learning Indonesian in elementary school is the most important learning, especially in lower grade elementary schools. It is said that because it cannot be denied that with the wrong materials students can gain knowledge, technology, art, and information provided by educators. Indonesian in elementary school is one of the subjects that can be used to develop student activities. Language is a communication tool. According to Handayani, E. S., & Subakti, H. (2021) learning a language means learning to communicate. Learning Indonesian itself has goals that are no different from other learning goals, namely acquiring knowledge, skills, creativity and attitudes.

According to Masrurah (2023) Recognizing feelings is a person's ability to understand and recognize the emotions they are feeling, be they positive emotions such as happiness or joy, or negative emotions such as sadness or anger. The material about recognizing feelings is material that is taught in lower grades, more precisely in grade II elementary school. Recognizing feelings is one of the basic skills that is very important for children to have from an early age. By understanding various feelings, children will find it easier to recognize themselves, relate to other people, and overcome problems. In this material, students learn about various feelings, including happy, sad, confused, afraid, and many more. Expressing feelings by showing feelings through face, voice or actions.

In this way, learning is more meaningful for students because students process the material about feelings by using a differentiated learning model assisted by visual media so that it is hoped that students will understand the material presented better. Here it is hoped that students will experience a long-term memory process. The focus of this research is increasing the ability to understand material about feelings by using a differentiated learning model. Differentiated learning is an instructional or learning technique where teachers use various teaching methods to meet the individual needs of each student according to their needs. These needs can be in the form of existing knowledge, learning styles, interests, and understanding of the subject.

2. RESEARCH METHOD

This research uses Classroom Action Research which begins with problems in the field, then reflected (evaluated) and analyzed using supporting theories to then take action in the field. The results of this research are expected can be used as a reference for teachers to implement learning that suits students' motivation and background so that learning becomes more meaningful.

This classroom action research uses a differentiated learning model. The focus of this research is increasing understanding of the material about recognizing feelings by applying a differentiated learning model assisted by visual media. According to Carol A. Tomlinson (2023) explains that in differentiated learning, teachers teach the material by paying attention to students' level of readiness, interests and learning styles. Differentiated learning provides flexibility and the ability to accommodate students' needs to increase their potential in accordance with students' different learning readiness, interests and learning profiles. With this learning, teachers should become facilitators who are oriented towards fulfilling learning that suits students' needs. Basically,

differentiated learning allows each teacher to meet and interact with students at a level commensurate with their level of knowledge to then prepare their learning preferences. John Hattie (2012) explains that expert teachers are teachers who believe that students' intelligence can be changed.

Researchers carry out the learning process in class, so the researcher carries out the learning process in accordance with learning tools that have been previously researched, such as Teaching Modules and other learning tools such as teaching materials and evaluation tools. After compiling the Teaching Module, the teaching and learning process can begin. Implementation of the Teaching Module includes an Opening according to the activities that have been created. Evaluation in class is carried out in the form of individual assignments and cycle tests. Furthermore, you can see the attachment regarding teaching modules and evaluation tools. The procedure for carrying out this research was carried out in 2 cycles, namely cycle I and cycle II. Each cycle is carried out in accordance with the changes to be achieved. For this reason, at the end of each year a test is given to determine the student's level of ability in the learning process.

Cycle I

1. Planning Stage

Activities carried out at the planning stage include:

- a. Compile teaching modules through theme and subtheme which will be taught with a differentiated model
- b. Create learning media that is appropriate to the teaching material.
- c. Make student and teacher observation sheets to observe the learning process in classroom action research
- d. Create an evaluation tool (test) to determine the level of student success in the learning process at the end of each cycle.

2. Implementation of Actions

The forms of action carried out in this research are:

- a. Teaching with appropriate discussion.
- b. Observing student activities in the learning process to determine student understanding of teaching material.
- c. Giving tasks to find out the achievement of meaningful understanding after the learning process.
- d. Correcting students' answers to meaningful understanding that has not been achieved on a given task until that meaningful understanding is achieved.
- e. Every teacher meeting records all events that are considered important for student attendance and student activity in participating in lessons

3. Observation

Basically, observations are carried out during the learning process using observation sheets that have been made to observe teacher and student activities. Evaluation is carried out at the end of the cycle, to find out the results of learning Indonesian on the material about getting to know feelings obtained in cycle I through a differentiated model with the help of learning media

Cycle 2

The steps taken in cycle II are relatively the same as planning in cycle I. The results obtained in cycle I are used as a reflection to follow up on the implementation of research in cycle II with efforts to improve the shortcomings and weaknesses that occurred in cycle I. Students Those who have not been able to master the material well are given special attention and given an understanding of the mistakes made in cycle I. The results obtained from cycle II are expected to be better than the previous cycle. Next, an evaluation will be held to measure the success of

Indonesian language lessons using a differentiated learning model so that it can be seen that there has been an increase in student understanding. The stages of cycle II are the same as cycle I, namely the planning, action, observation and reflection stages

3. RESEARCH RESULTS AND DISCUSSION

Table 3.1 Cycle I Earning Value

| No. | No | P/ L | Cycle 1 evaluation value | MO H | Information |
|-----|-----------|---------|-----------------------------|---------|--------------|
| 1. | Nadiva | P | 60 | 65 | NOT COMPLETE |
| 2. | Abizar | L | 70 | 65 | COMPLETE |
| 3. | Reski | L | 60 | 65 | NOT COMPLETE |
| 4. | Iqbal | L | 50 | 65 | NOT COMPLETE |
| 5. | Rifki | L | 70 | 65 | COMPLETE |
| 6. | Raynan | L | 60 | 65 | NOT COMPLETE |
| 7. | Rayyan | L | 70 | 65 | COMPLETE |
| 8. | Ifgan | L | 50 | 65 | NOT COMPLETE |
| 9. | Nur Aeni | P | 60 | 65 | NOT COMPLETE |
| 10. | Azzahra | P | 50 | 65 | NOT COMPLETE |
| 11. | Aisha | P | 50 | 65 | NOT COMPLETE |
| 12. | Cassandra | P | 50 | 65 | NOT COMPLETE |
| 13. | Azka | L | 50 | 65 | NOT COMPLETE |

Based on the source of the results of the calculation of the completeness of student learning outcomes, it was obtained that the completeness of the learning results of students in cycle 1 who reached completion were 3 students and 10 students who did not complete were sourced from the results of learning completion in cycle 1

**Table 3.2
Cycle II Earned Value**

| NO | No | P/ L | Cycle II evaluation value | MO H | Information |
|-----|-----------|---------|------------------------------|---------|-------------|
| 1. | Nadiva | P | 80 | 65 | COMPLETE |
| 2. | Abizar | L | 90 | 65 | COMPLETE |
| 3. | Reski | L | 80 | 65 | COMPLETE |
| 4. | Iqbal | L | 80 | 65 | COMPLETE |
| 5. | Rifki | L | 90 | 65 | COMPLETE |
| 6. | Raynan | L | 90 | 65 | COMPLETE |
| 7. | Rayyan | L | 90 | 65 | COMPLETE |
| 8. | Ifgan | L | 80 | 65 | COMPLETE |
| 9. | Nur Aeni | P | 90 | 65 | COMPLETE |
| 10. | Azzahra | P | 70 | 65 | COMPLETE |
| 11. | Aisha | P | 70 | 65 | COMPLETE |
| 12. | Cassandra | P | 70 | 65 | COMPLETE |
| 13. | Azka | L | 70 | 65 | COMPLETE |

Based on the source of the results of the calculation of the completeness of students' learning outcomes, it was obtained that the completeness of students' practice results in cycle 2 of completeness achieved a complete score of 13 students. Based on the results of complete learning in cycle 2, maximum results were obtained.

The research results show that the use of the model differentiation assisted by visual media in learning to recognize the feeling of providing good and satisfying results. This finding is in line with teacher expectations, because the model is able to increase student understanding effectively. Experts also argue that the differentiated model, which involves students actively in solve problems and discoveries, can increase in-depth understanding of concepts and make learning more meaningful and interesting for students.

In this research, the application of a differentiated model assisted by visual media was carried out in two cycles. This research produced significant results, namely increasing learning outcomes for class 2 students at UPTD SDN 192 Barru. After carrying out two cycle tests, the number of students who completed individually in cycle I was 3 students, increasing to 13 students in cycle II. In the first cycle there were 10 students who had incomplete learning and in the second cycle all students had experienced very significant improvement.

4. CONCLUSION

From the results of the classroom action research carried out, it can be concluded that the differentiated model assisted by visual media is effectively used to improve the learning outcomes of class 2 students at UPTD SDN 192 Barru. This is shown by the increase in students' average scores from pre-test to cycle 1 and cycle II. This is proven in the results of this research which show that there are significant differences in student learning outcomes when using a differentiated model

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