

Improving Indonesian Language Learning Outcomes Through Interactive Learning Models (*Explicit Introduction*) In Class V Students of SD Negeri 3 Barru

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Abstract

This research aims to determine the improvement in Indonesian language learning outcomes through an interactive learning model (Explicit Introduction) in class V UPTD SD Negeri 3 Barru, Siawung Village, District. Barru. With this research, the researcher used the classroom action research (PTK) method, namely research carried out in the classroom as an effort to examine, analyze and critically analyze the teacher's learning plan, the teacher's interaction with students, and how students interact in class. Data collection was carried out using text from student learning results and non-text in the form of observations of scientific implementation. Research in cycle I, namely of the 20 students who succeeded in reaching the KKM, only 5 students, after carrying out cycle II, 18 students experienced an increase. The conclusion of this research is that the scientific approach is able to improve student learning outcomes in learning Indonesian through interactive models (Explicit Introduction).

Keywords: learning outcomes, interactive models (*Explicit Introduction*)

INTRODUCTION

Education is the main priority in developing human resources and capital to face competition in the era of global education to achieve the State's goal, namely to make the nation's life smarter (Utaminingsih, 2021). Besides that, education cannot be separated from what is called learning. According to Slamet, implementing good learning is influenced by several factors, namely internal factors such as achievement motivation, interests and skills, emotional intelligence, and intellectual intelligence and external factors such as facilities and infrastructure, curriculum, media and learning models (Prasetyono & Sumbawati, 2014).

In education, language plays a very important role. Education in Indonesia places Indonesian as one of the fields of study taught in schools. Indonesian language subjects are directed at students' mastery of the language or communication skills. Therefore, Indonesian language learning is directed at improving students' ability to communicate well and correctly, both orally and in writing. Learning Indonesian must contain efforts that can bring a series of skills (Jafar, 2010: 2). Education that is able to support future development is education that is able to develop students, so that they are able to face and solve various kinds of problems

in life that they face. Therefore, education must touch the potential conscience and potential competence of students. The concept of education is felt. It is very important when we enter the world of society and the world of work, because the person concerned must apply the knowledge studied to face the various problems he faces in everyday life as well as in the future.

Language is one of the main distinguishing characteristics of us as human beings from other living creatures in this world. Every member of society is involved in linguistic communication; on the one hand he acts as a speaker and on the other hand as a listener. In smooth communication, the process of changing from speaker to listener or from listener to speaker occurs so quickly, it feels like a normal and natural event.

Learning Indonesian is a long journey that every student goes through in learning Indonesian or a second language after their mother tongue. Competencies in learning Indonesian include listening, speaking, reading and writing. Basically, language learning strategies can be described by referring to the language skills being targeted.

Language is also viewed from two aspects, namely the technical aspect and the practical aspect. The technical definition of language is a

set of meaningful utterances, which is produced from the human speech apparatus. Practically speaking, language is a means of communication between members of society in the form of a system of meaningful sound symbols, which are produced from the human speech apparatus,

The learning model is a very important element in a teaching and learning process. Choosing the appropriate type of learning model will increase students' interest in the subjects being taught. One of the main functions of the learning model is as a teaching aid that also motivates, influences the climate, conditions and learning environment arranged and created by teachers or educators.

Choosing the right model needs to be considered from various bases so that the model chosen truly suits the student's level of understanding, thinking ability, psychological and social conditions. Utilization Interactive models (Explicit Introduction) in the world of education, especially Indonesian language learning, are very necessary. Students' self-development regarding their curiosity cannot be limited, and students' interest in their learning interests must always be considered and even increased. This is where the teacher's role in the classroom is to improve student learning outcomes. Teachers are required to be creative and innovative in assisting students in learning in class. A good teacher will always look for ways to make his students interested and have a high interest in the lesson he is giving so that they get maximum value from the lesson.

Therefore, in this research, we will examine how the use of an interactive learning model (Explicit Introduction) can improve student learning outcomes in Indonesian language learning. Through the lecture method approach, it is hoped that students will be more interested and enthusiastic in participating in the learning process, so that learning objectives can be achieved optimally.

RESEARCH METHOD

Based on the problems studied, the researcher took the type of classroom action research. Classroom action research (PTK) is a process of solving problems caused in learning by taking real and planned actions and then

analyzing the results of the actions (Arikunto 2011). Improving the quality of learning is one of the must capabilities owned by a teacher professional. In implementing PTK, you must be supported by teachers or school leaders who are conducive. It means It needs support from various parties so that classroom action research can be successful. This research is classroom action research (Classroom-action-research) which is carried out cyclically. Each cycle consists of 4 stages, namely: (1) planning, (2) action, (3) observation and evaluation, (4) reflection (Hermiati, 2012). Location at SD Negeri 3 Barru Kab. Barru with the subject study There are 20 students in one class, namely class V.

The research was conducted in the odd semester of the 2024-2025 academic year. This research was carried out for two months in the field. This is related to the subject matter researched in Indonesian language subjects with phase C Unit with the Unique Me.

Research is in accordance with what is stated in the teaching modules in each cycle. If in cycle I you have not obtained the desired results then continue with the second cycle with actions originating from the development of reflection in cycle I. For each action, observations are made and field notes are made regarding the incident not missed from the observation sheet, to strengthen the data as a basis for subsequent actions. Research data is required There are two, namely the learning process and learning result data through question banks in Indonesian language subjects. Data collection techniques used There are two ways to describe this class of data, namely text and non-text. In this research, written text was used in the form of a question bank.

RESULTS AND DISCUSSION

Results Cycle I

a. Planning

Based on the results of the pre-cycle that was carried out previously, it is known that the condition The learning carried out requires changes both in terms of student activity, interest and motivation. Student learning achievements achieved and also in terms of the quality of learning.

Activities carried out in this planning include the following:

1. Develop a schedule of Classroom Action Research learning activities
2. Arrange Learning Modules according to the material to be taught
3. Create variations and learning media that will be used in learning
4. Prepare LKPD as an evaluation

b. Action

The implementation of this activity is as planned. The activities include:

1. There were 3 meetings, namely the first, second and third meetings for activities learning and evaluation.
2. Carrying out learning activities in accordance with the activity plan

3. Conduct an evaluation at the end of the cycle (contain student learning outcomes)
 4. Give a task learning home (PR)
- c. Observation Results

Based on the results of observations made by observers in the first cycle of learning activities, it is known that student learning activities need to be further improved. Activity learning is considered sufficiently varied and the larger the number, the better the mastery of the learning material.

Based on the results of the final test of cycle I which was carried out at the end of the fourth meeting, the results of the cycle I test obtained were as follows

No.	No	P/L	Cycle I	MOH	Information
			Evaluation Value		
			P4		
1	ABISAR ALGIFARI	L	25	75	Not finished
2	ADITYA NAUFAL APRILIO	L	20	75	Not finished
3	ADZKIA KHAIRANI	P	80	75	Complete
4	AHMAD ARDHIANSAH	L	45	75	Not finished
5	ALBAB ZIKRI RISWAEDI	L	70	75	Complete
6	ALFIANSYAH	L	55	75	Not finished
7	ALYA MUKHBITA. M ANDI	P	50	75	Not finished
8	FATAHILLA DENGKKENG	L	55	75	Not finished
9	ASRIADI	L	20	75	Not finished
10	AYNI ZAM-ZAM	P	85	75	Complete
11	IKRAM	L	45	75	Not finished
12	MUHAMMAD AKIL	L	80	75	Complete
13	MUHAMMAD RAFI TAMRIN	L	25	75	Not finished

14	MUHAMMAD ZULFAHRI AKBAR	L	25	75	Not finished
15	NUR KHAIRUNNISA NUR	P	87	75	Complete
16	MUHAMMAD REHANS	L	25	75	Not finished
17	NUR SALSABILA	P	85	75	Complete
18	ZULVITRI	P	60	75	Not finished
19	WANDI	L	20	75	Not finished
20	RIFDA AZZAHRA	P	55	75	Not finished

From the results of these observations, it can be explained that during learning, the teacher conditioning students with prayer activities, absent and apperception through question and answer. The teacher uses props relevant according to the material, namely in the form of the book. Tool shows used have not been able to attract students' attention Because The media used is in the form of books/modules. The teacher gives examples to clarify the material provided. All students are involved in the use of teaching aids, props which are used optimally by teachers and students. The teacher provides reinforcement to all students, both active and passive. The props are used to motivate students to be more active and this is proven by the activities of students who are very interested in observing pictures. The teacher assesses the process with the help of student activity observation sheets. The teacher responds to questions asked by students. The teacher asks students questions according to the material, especially during learning, the use of evaluation time is maximized with very effective management.

Cycle II

a) Planning **activity** planning cycle II is as follows:

1. Develop a learning plan
2. Prepare LKPD
3. Made several improvements in cycle I
4. Record the result value pre cycle I

b) The implementation of this activity is in accordance with what was planned. The activities include:

1. The number of meetings was 4 times, namely the first, second and third meetings for learning activities and 1 meeting for evaluation.
2. Carry out learning activities in accordance with the activity plan (learning module).
3. Conduct an evaluation at the end of cycle II
4. Correcting the results of students' work/question banks

c) Cycle II Observation Results

In cycle II there was a quite significant increase from previous cycle both in learning outcomes which were the main object in this research but also in aspects of student learning activities. The results obtained in cycle II are as follows:

1. Students who achieved the KKM experienced an increase compared to the previous cycle and the average student learning outcomes were in the complete category so that when it was said that cycle II was successful.
2. Student learning activities also increased from before, where in cycle II students were more active in the learning process.

d) Cycle II Test Results

The results of the second cycle test are as follows:

No.	No	P/L	Cycle	I	MOH	Information
			Evaluation Value			
			P4			
1	ABISAR ALGIFARI	L	90		75	Complete
2	ADITYA NAUFAL	L	75		75	Complete
3	APRILIO ADZKIA		90		75	Complete
4	KHAIRANI AHMAD		90		75	Complete
5	ARDHIANSAH ALBAB ZIKRI		87		75	Complete
6	RISWAEDI ALFIANSYAH		90		75	Complete
7	ALYA MUKHBITA. M		80		75	Complete
8	ANDI FATAHILLA		90		75	Complete
9	DENGKKENG ASRIADI		50		75	Not finished
10	AYNI ZAM-ZAM		90		75	Complete
11	IKRAM		80		75	Complete
12	MUHAMMAD AKIL		90		75	Complete
13	MUHAMMAD RAFI TAMRIN		85		75	Complete
14	MUHAMMAD ZULFAHRI		70		75	Complete
15	AKBAR NUR		90		75	Complete
16	KHAIRUNNISA NUR		80		75	Complete
17	MUHAMMAD REHANS		90		75	Complete
18	SALSABILA ZULVITRI		75		75	Complete
19	WANDI		55		75	Not finished
20	RIFDA AZZAHRA		90		75	Complete

From the results of observation in cycle II, it can be said that learning is progressing fluently. Student activity increases. The learning carried out by the teacher takes place interactively, in

multi-directions, the teacher's assignment of learning materials is very good, the learning media used can be utilized optimally by the

teacher so that students' learning activities increase.

Based on the test results at the end of cycle II as mentioned in table Above, it is known that the learning outcomes of students have increased with the average learning outcomes in cycle II increasing. This increase is a success reached through learning with question bank-based learning media.

The success achieved in cycle II of students experienced increased learning, namely as follows.

1. Students are able to work on the practice questions presented on the LKPD learning media
2. Students are more active during learning than in the previous cycle.
3. Even though there are students who have not yet reached the KKM, they normative This second cycle can be categorized as successful because the average learning outcomes have reached the KKM

Thus, the final deadline for this research is in cycle II, in accordance with the results obtained in cycle II, learning outcomes have reached the KKM which is an indicator of success in study This is 80.

CONCLUSION

Based on the results of the pre-cycle, cycle I and cycle II, it is known that the research produced significant results, namely an increase in the results of class V UPTD students at SD Negeri 3 Barru, Siawung Village, District. Barru. After carrying out two cycles, the number of students who completed individually in cycle one was 6 students, increasing to 18 students in cycle II.

This research shows that using Learning media based on Student Worksheets (LKPD) can be an alternative for teachers in providing more innovative and interesting learning for students so that learning will be more interesting and not boring.

Increasing the ability to plan and present teaching programs well makes a greater contribution to creating a quality learning process so it is ideal if teachers' teaching competence needs to always be improved.

SUGGESTION

the importance of increasing teachers' understanding and skills in implementing interactive learning models, especially through approaches *Explicit Introduction*, so that the learning process can take place optimally. Teachers are advised to carry out regular training on effective interactive techniques so that they can be more creative in presenting material, as well as being able to create an interesting learning atmosphere and actively involve students. In addition, it is hoped that schools can provide more supportive learning resources, such as digital media or interactive learning tools, to increase student engagement. To improve more equitable learning outcomes, a learning differentiation approach needs to be applied to accommodate differences in student abilities. Involving parents in supporting the learning process at home can also strengthen student learning outcomes. With these steps, it is hoped that the interactive learning model can be more effective in improving the quality of education at SD Negeri 3 Barru, as well as in other schools.

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