

## INCREASING JAVANESE LEARNING OUTCOMES THROUGH PROBLEM-BASED LEARNING MODEL BASED ON FLASHCARD MEDIA

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**Abstract.** The purpose of this research is to improve the learning outcomes of Javanese students in "Javanese Politeness" through the PBL model based on flashcard media in class IV students at SDN Dukuh 1. Student learning outcomes will appear through their ability to answer evaluation questions. This research is an action research. collaborative class using the Kemmis and Mc Taggart models. This research was conducted in class IV of SDN Dukuh 1, Bendo Magetan with a total of 15 students. This study consisted of 2 cycles. The research data was obtained through tests. Data analysis in this study was carried out with quantitative and qualitative descriptions. The results of this study indicate that the use of the model Problem Based Learning based on flashcard media can improve the learning outcomes of Javanese language class IV students at SDN Dukuh 1, Bendo Magetan

**Keywords:** Learning Outcomes, PBL, Fashcard.

### INTRODUCTION

National education in Indonesia is inseparable from the local content of the regional language. One of them is the Javanese language subject which is applied around the area of the island of Java which is relevant to everyday language. The language contains the cultural content of its speakers, including moral and ethical values (Novian, 2016). Language is also a means of expressing culture itself. One of the characteristics of the Javanese language is the speech level system (unda usuk). The Javanese speech level system is a sign of the importance of politeness customs that interweave the Javanese human relations system (Soepomo, 2013).

Based on the analysis of data on Javanese language test scores for fourth grade students at SDN Dukuh 1 on Javanese Politeness material, the average score is still below the minimum completeness criteria (KKM), out of 15 children, 12 of them still do not meet the KKM score. These problems are caused by low student interest in learning, learning Javanese which is considered boring, and learning media that are less supportive. On this basis, researchers will conduct classroom action research that is focused on problems of student learning outcomes in Javanese Politeness material.

Low student interest in learning needs to be increased through meaningful learning, namely learning that links new information to relevant concepts contained in a person's cognitive structure (Pambudi, Galih: 2022). One way that can be done is to apply a learning model combined with interesting media to improve students' initial reading skills. The learning model that will be used by researchers in this classroom action research is the Problem Based Learning (PBL) learning model, this model will later be combined with using flashcard media which is very interesting.

PBL is a learning model that involves students to be more active in discovery activities so as to teach students through a problem that is presented with the aim of training problem-solving abilities that involve students' mental activity to understand a learning concept (Utomo, Wahyuni,

& Hariyadi, 2014: 6) . PBL is a type of learning model that directs students to a problem that must be solved through questions so that students are provoked to think (Eviani, Utami, & Sabri (2014: 6). The PBL learning model presents its syntactic stages in the form of activities that can increase interest and motivation student learning. In line with research (Farhani et al, 2022) where the results of the study showed that there was an increase in student learning outcomes through the use of the PBL model.

The application of the Problem Based Learning (PBL) model will explore students' critical thinking skills and creativity because this model uses real-world problems as a basis for students to learn to think critically and solve a problem and relate it to learning concepts (Mulyani, Kartono, Daryanto, & Rukayah, 2015 :2). Teachers need to plan lessons that can build students' potential in using their thinking skills to solve problems

This learning model will also be combined with flashcard media which is very interesting and very practical and efficient. This media also makes it easier for students to know the vocabulary of the Javanese language according to the language level, namely ngoko (coarse), intermediate (ordinary), and krama (fine). The hope is that students can think critically, be able to work together with friends and add to the vocabulary they know and be more enthusiastic about learning good Javanese. So that the purpose of this research is to increase learning outcomes in Javanese through the PBL learning model based on flashcard media for class IV SD Negeri Dukuh 1 Bendo District, Magetan Regency can be achieved.

## RESEARCH METHOD

This research is a class action research (classroom action research), because the research was conducted to solve learning problems in the classroom. This research is intended to improve student learning outcomes in Javanese language lessons with Javanese politeness material related to the classroom learning process using the PBL learning model and carried out in 2 cycles and each teaching meeting follows 4 research stages. This research was conducted at Dukuh 1 Elementary School, Bendo Magetan District with class IV research subjects. The research was conducted from March to May 2023.

Data collection techniques in this study were tests, observation and documentation. The research instrument used in this study was an observation sheet that was used to collect data during the Javanese learning process for students and teachers. Documentation is used to strengthen the data that has been obtained from tests and observations in the form of worksheets, lesson plans, and photos regarding student activities in learning activities.

In this study used data analysis to calculate student learning outcomes in the cognitive domain. The formula for calculating the percentage of students who complete according to Daryanto

$$P = \frac{\Sigma \text{ student who complete learning}}{\Sigma \text{ student who complete learning}} \times 100\%$$

The average class value calculated by the average formula in Sugiyanto (2008:49) is:

$$\text{Mean} = \frac{\sum x_i}{n}$$

Information:

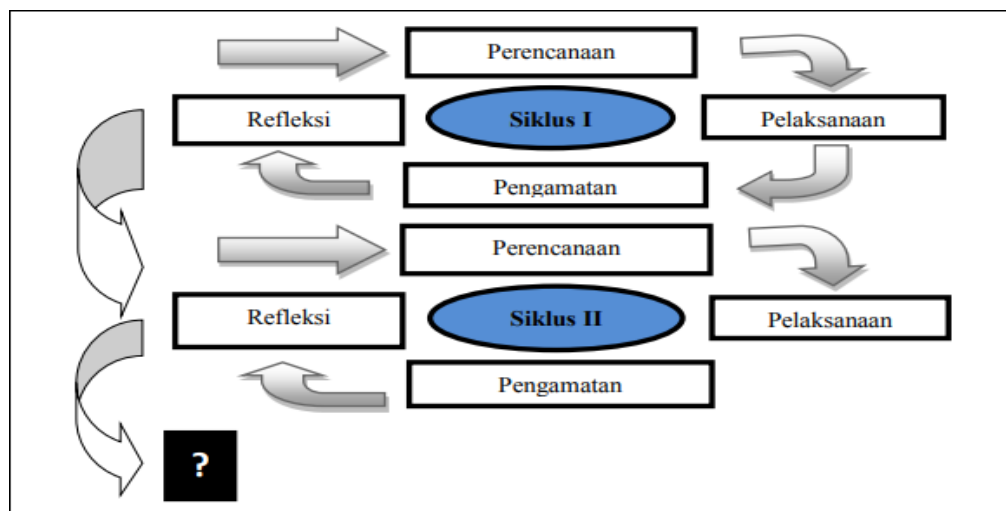
Mean = Average

$\Sigma$  = Epsilon (read Amount)

$x_i$  = Value x to i to n

n = Number of individuals

In accordance with the type of research chosen, namely action research, class, this research uses the action research model from Kemmis and Taggart (in Arikunto, Suharsimi, 2021), which is a spiral from one cycle to the next. Each cycle includes planning (plan), action (action), observation (observation), and reflection (reflection). In the planning stage, before conducting research, the researcher determines indicators of the success of the action, creates learning scenarios in the Learning Implementation Plan (RPP), and prepares data collection instruments for the implementation of the action. Implementation/Action, namely the researcher carries out the action in accordance with the learning scenario contained in the lesson plan. Observation (observation), researchers collect data according to the planned instrument. If there are things that appear but have not been included in the instrument and are considered important, then it should be recorded. At the Reflection stage, in the form of improvements to the implementation of actions based on data analysis and evaluation of the implementation of actions based on predetermined indicators. Deficiencies found in one cycle are used as a reference for improvement in the next cycle. Visually these stages can be described as follows.



**Figure 1 Classroom Action Research Model**

## RESULT AND ANALYSIS

### RESULTS

This research was conducted at SDN Dukuh 1, Bendo Magetan District, with 15 grade IV students as subjects, consisting of 9 boys and 6 girls. Pre-cycle activities are carried out before cycle I by conducting tests on students related to learning materials to determine the initial conditions of student learning outcomes categories and achievement targets in each cycle before applying the Problem Based Learning model using flashcard media in the learning process.

Student cognitive learning outcomes are measured through a written test at the end of each cycle in the form of multiple choice questions. After analyzing the test results, data were obtained regarding the highest score, lowest score, average score and classical completeness in the posttest cycle I and cycle II which are presented in table 1. The following are the student learning outcomes in the cognitive domain from the posttest, cycle I and cycle II which is the class average value.

**Table 1 Learning Outcomes in the Cognitive Domain of Students**

Assesment Aspect	Posttest	Cycle I	Cycle II
Highest Score	80	90	100

Lowest Score		30	50	60
Average Score		40	70	85
<b>Presentation</b>		<b>40%</b>	<b>70%</b>	<b>85%</b>
Classical Mastery	Students complete	3	9	12
	Student don't complete	12	6	3

Based on the data above, it can be seen that there is an increase in learning outcomes. This can be seen in the average class. From pre-cycle 1 40 to 70. From cycle II to cycle III there was an increase from 70 to 85. The number of students who fulfilled the KKM from pre-cycle to cycle 1 increased from 3 children who completed it increased to 9 children, while from cycle I to Cycle II also experienced an increase from 9 children who completed the exam to 12 children who scored above the KKM. Based on this, the criteria for success in the pre-cycle had not been achieved because the KKM achievement was only 40% of all students. In cycle I it increased to 70% and in cycle II it increased again to 85%.

Cognitive learning outcomes of students have increased in each cycle. In cycle I, the results of observations showed that students' cognitive learning outcomes experienced an increase in the low category. To maximize students' cognitive learning outcomes, an action plan was prepared in cycle II, namely the teacher motivated students to be serious in learning activities and put more emphasis on the use of flashcard media. This is done so that students get the maximum understanding. In cycle II, students' cognitive learning outcomes experienced an increase in the moderate category.

## ANALYSIS

Using the Problem Based Learning learning model using Flascard media can improve student learning outcomes in Javanese. These learning outcomes are influenced by many things, including firstly the student's own activity in learning must be in good health, have the motivation to learn. The second role of the teacher in learning is how to convey material well, using the right model, method or media. This is in accordance with the opinion of Slameto (2003: 54-56) which reveals that the factors that influence learning outcomes can be classified into two groups, namely internal factors (from within the student) and external factors (from outside the student).

The teacher's role in using flashcard media also determines the success of this research, especially in an effort to improve students' learning outcomes in Javanese. In cycle I, using flashcard media was good, but there were still several aspects in the observation sheet that had not been implemented, including aspects of writing material on the blackboard, providing motivation to students, providing reinforcement both verbally and non-verbally. For example, providing motivation, for example, if there are children who have not been able to work on the questions, the teacher should invite these students to keep up the enthusiasm and keep trying. Provide reinforcement, for example by giving praise to students who can answer questions by giving rewards with an asterisk.

After reflecting on cycle I, there is improvement in performance in cycle II. By using flashcard media which is more intense, students participate more actively in learning, for example asking questions, answering teacher questions, discussing groups, and interacting with their group mates. This is in line with the opinion of Azhar Arsyad (2011) that good learning is learning that involves students. Students need to be given the opportunity to be actively involved in learning activities.

Student learning outcomes in the form of cognitive domains have increased. The use of the PBL learning model with flashcard media can improve Javanese learning outcomes. The learning outcomes are influenced by learning motivation and student activity in using flashcard media to understand Javanese politeness material, read, discuss, and answer LKPD. Flascard media is a visual media in the form of picture cards containing ngoko language and karma language which can strengthen students' memories of a material. This is in accordance with the opinion of Azhar Arsyad (2011) who argues that visual media can facilitate understanding and strengthen memory, visual media can also foster children's interest and can provide a relationship between lesson content and the real world.

The learning outcomes in the cognitive domain of students in this study experienced very good progress in each cycle. As described in table 1, the percentage of the average value obtained from the pre-action, which was initially 40%, could increase in cycle I to 70%. From cycle I to cycle II, there was also an increase from 70% to 85% of students who had completed their studies. Through the PBL model with flashcard media it can improve learning outcomes in the cognitive domain. It can be seen from the average value of student evaluation results in cycle II, which is 85. The KKM for Javanese is 70, students who exceed the KKM are 12 out of a total of 15 students.

The results of this study reinforce the results of previous studies, which state that the Problem Based Learning model can improve student learning outcomes. Vini Sulastri (2022), found research results that the application of the PBL model could improve learning outcomes in students starting from, cycle I, cycle II and cycle III, namely a score of 67.70 in cycle I increased the score to 75.65 in cycle II and back the score increased to 80.85 in cycle III. The conclusion of this study is that the application of the Problem Based Learning (PBL) learning model can improve student learning outcomes of Postharvest Handling Techniques.

Based on the description above, it can be proven that through the PBL learning model based on flashcard media it is able to improve Javanese language learning outcomes in Javanese politeness material for fourth grade students at SDN Dukuh 1, Bendo Magetan District

## CONCLUSION

Based on the objectives and results of data analysis in a study entitled Improving Javanese Learning Outcomes Through Problem Based Learning Models Based on Flashcard Media in Class IV Students at Dukuh 1 Sdn, it can be concluded that there is an increase in Javanese learning outcomes in Javanese politeness material as evidenced by the average value of cycle 1 was 73.30 with a completeness percentage of 60% and the number of students who achieved the KKM score was 9 students. In cycle II the learning outcomes increased to 80.00 with a completeness percentage of 80% and the number of students who achieved the KKM was 12 students out of a total of 15 students. For students who have not completed it will be given remedial.

From the description above, it can be concluded that the learning outcomes of the Javanese language on Javanese politeness material in class IV students at SDN Dukuh 1 Bendo Magetan increased through the Flashcard media-based Problem Based Learning (PBL) learning model.

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