

THE INFLUENCE OF DIRECT TEACHING MODELS ON THE LEARNING OUTCOMES OF GRADE VIII STUDENTS AT MTs AL-FALAHIYAH NANGA STUDY YEAR 2019/2020

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Abstract

This study aims to study the effect of direct instruction model on class VIII student learning outcomes at MTs Al-Falahiya Nanga Academic Year 2019/2020. This type of research is a quantitative research survey and design used is Ex-Post Facto. The population in this study was class VIII MTs Al-Falahiyah Nanga and the study sample was obtained by 38 people obtained by simple random sampling technique. The data obtained is the value of student learning outcomes. The data analysis technique used is the Kolmogorov smirnov test for the normality test as a prerequisite test for analysis and one sample test for the hypothesis test. The results of the analysis of the data obtained generated a significant model of direct instruction on student learning outcomes. This conclusion is based on the results of hypothesis testing on learning outcomes. The results obtained are the standard deviation = 5,521 with the number of students 38 people and $df = 37$ at a significant level of 0,000 and obtained = 14,514 at the significant level of the table sig (2-tailed) < 0,05 then rejected and accepted.

Keywords: *Learning Outcomes, Direct Instruction*

1. INTRODUCTION

Basically, education is a very important aspect to produce good quality human resources. Education according to the Sisdiknas Law is a description of the process of changing attitudes and behavior of a person or group of people to mature humans both in increasing religion, character, intellect and noble morals which can be useful for the nation and state (Depdiknas 2003). The purpose of education is to realize the potential of students to become humans who have strong belief and trust in God Almighty, have understanding and skills, have a solid and independent personality and are responsible for the nation and state. Education is defined as an effort made by someone to achieve a goal of education itself. Therefore, the quality of education can be realized through a quality learning and learning atmosphere.

One of the efforts made to improve the quality of education and the success of students while studying the material is to design learning procedures. The learning process is to improve the way of teaching by using learning models and teaching materials that are in accordance with the

circumstances of the students. What is expected after applying the learning model is that students are able to master the concepts and materials taught by the teacher well and get good learning outcomes. A lesson consisting of intellectual skills, cognitive strategies, attitudes, verbal information and motor skills is the definition of Gagne's learning outcomes (Ratna, 2006). Changes in patterns of actions, values, attitudes, appreciation, skills by means of measuring giving tests repeatedly are called learning outcomes (Suprijono, 2012). Learning outcomes are the occurrence of behavioral changes in students and can be observed, measured in the form of knowledge, attitudes and skills (Mudjiono & Dimiyati, 2015). Learning outcomes are the overall learning achievement of students which are indicators of basic competencies and the degree of change in the behavior of the individual concerned (Nur Yasmin, 2015). Learning outcomes are the ability of students from all indicators that can change behavior, attitudes, appreciation and intellectual, cognitive, motor skills which can be measured by repeated tests. Based on preliminary data, the model used before

studying at home states that schools have not implemented the 2013 curriculum, namely still using the KTSP curriculum and the model used by teachers before studying at home using the direct instruction model. The reason the teacher applies the direct teaching model is that the teacher controls the content of the material and the sequence of information that will be received by students so that they can maintain focus on what students must achieve during the teaching and learning process in class and can provide a lot of information in a short time and can be accessed equally by all students. The learning outcomes obtained after using the direct teaching model have a good effect. Direct teaching is a teacher center model, where during teaching and learning activities the teacher must demonstrate the knowledge or skills that will be trained on students step by step (2008). Direct teaching is an educator-centered learning that has its own steps (Joyce, 2009). A model specifically designed to support the student learning process related to declarative knowledge and well-structured procedural knowledge through stages and students following what the teacher demonstrates is called Arends direct teaching (Trianto, 2009).

The direct teaching model is a learning process in which the teacher is actively involved as a model for students in demonstrating the knowledge or skills that will be trained on students step by step related to declarative knowledge and structured procedural knowledge. In the learning process carried out by the teacher must ensure student involvement, especially in paying attention, listening and planned question and answer. The steps of the direct teaching model are 1) Delivering objectives and preparing students, 2) Demonstrating knowledge or skills, 3) Guiding training, 4) Checking understanding and providing feedback, 5) Providing opportunities for further training and application. Then the problem can be formulated Is There an Effect of Direct Teaching Models on Learning Outcomes of Class VIII Students at MTs Al-Falahiyah Nanga Academic Year 2019/2020? The aim is to determine the effect of the Direct Teaching Model on the

Learning Outcomes of Class VIII Students at MTs Al-Falahiyah Nanga Academic Year 2019/2020 and the benefits are 1) For Teachers, as a reference in using learning models during the teaching and learning process, 2) For Students, by using the direct teaching model students can be trained to take part in learning actively, motivated, because during the learning activities are fun and interesting.

2. RESEARCH METHOD

This type of research is a survey with a quantitative approach. The research design is Ex-Post Facto. A method that is widely used and useful and provides a lot of valuable information for decision making in education is called Ex-Post Facto Research. The concept of this model is focused on examining causal relationships that researchers cannot falsify or do not. This research is conducted on a plan, activity or event that has taken place or has occurred (Sappaile, 2010). The research time was started from February to July, where the research was carried out at MTs Al-Falahiyah Nanga, Golo Ngawan Village, Sambu Rampas District, East Manggarai Regency.

The population in this study were all students of class VIII MTs Al-Falahiyah Nanga consisting of class A and B totaling 59 people. The sample used was 38 people with a sampling system using a specific probability sampling technique, namely simple random sampling, which is a sampling technique that provides equal opportunities for each study group to be sampled.

The instruments used were documentation of the learning outcomes of science subject teachers and interviews as supporting data. The data analysis technique used is the Kolmogorov Smirnov test for normality test as a prerequisite for analysis and a one-sample test for hypothesis testing. The data analysis technique used is the Kolmogorov Smirnov test for normality test as a prerequisite test for analysis and a one-sample test for hypothesis testing.

3. RESULT AND DISCUSSION

1. Descriptive analysis

The learning model used in this study is direct teaching. Learning outcomes are obtained from the scores of science subjects on the subject matter of pressure. The KKM score that has been determined at MTs Al-Falahiyah Nanga = 65 will be compared with the test results.

Table 1. Data on student learning outcomes in the sample class.

Descriptive Statistics					
	N	Mini mum	Maxi mum	Me an	Std. Devia tion
Score	38	66	90	78,00	5,521

Based on the average value after using the direct teaching model, it reaches 78. Therefore, student learning outcomes are included in the good category because they exceed the KKM standard = 65.

Based on table 1 above, the categories of learning outcomes obtained can be shown in table 2 below:

Table 2. Criteria for student learning outcomes

Value Range	Criteria	The number of students	Percentage (%)
<65	Not good	0	0
65 – 76,6	Pretty good	16	42
76,7 – 88,3	Good	20	53
88,4 – 100	Very good	2	5
The number of students		38	100

From the table of student score criteria above, from the total sample size of 38 students, there were no students who received scores below the Minimum Completeness Standard or were categorized

as poor, students who obtained good enough grades with a percentage of 42%, both with a percentage of 53%, while students who obtained Very good value with a percentage of 5%. The data in table 2 of the learning outcome criteria can be described in diagram 1 below:

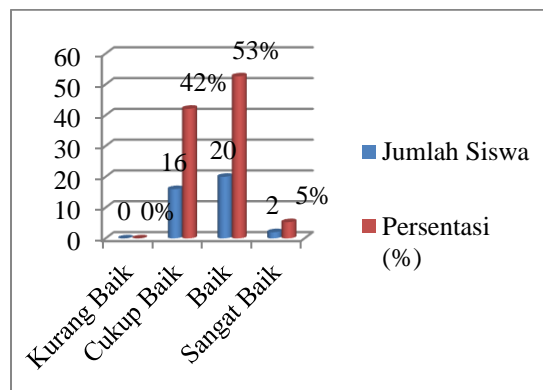


Figure 1. Criteria Diagram for Student Learning Outcomes

Based on the diagram above, the grade VIII IPA students of MTs Al-Falahiyah Nanga are shown in the category of very good 2 people, good 20, quite good 16 while not good 0. Therefore, it can be concluded that all students scored above the KKM namely 65.

2. Inferential Analysis

a. Normality Test Results

The normality test in this study was carried out using the Kolmogorov Smirnov test with the help of SPSS software version 24 with a significant level of 0.05. The following is a table of normality test results:

Tabel 3. Hasil Uji Normalitas

Score	Kolmogorov-Smirnov		
	Statistic	Df	Sig
Score	0,079	38	0,200

Based on the calculation results obtained a significant value of learning outcomes $0.200 > 0.05$, it can be concluded that the learning outcome data comes from a normally distributed population.

b. Hypothesis Test Results

Hypothesis testing conducted in this study using the t test with a one-sample test at a significant level of 0.05. Hypothesis testing in this study uses the value of learning outcomes. Learning outcomes are compared with the KKM scores that have been determined from the school. The results of hypothesis testing can be seen in the table below:

Table 4. Hypothesis Test Results

	One-Sampel Test					
	Tes Value = KKM					
	T	d	Sig.	Mean	95 %	
Score	14,5 14	3 7	0,00 0	13,000	Confidence Interval Of the Difference	
					Lower	Upper
					11,1 9	14,8 1

From the table, the sig. (2-tailed) $0.000 < 0.05$ then H_0 is rejected and H_1 is accepted, then the t test result data can be concluded that there is an effect of the direct teaching model on the learning outcomes of class VIII students at MTs Al-Falahiyah Nanga for the 2019/2020 academic year.

DISCUSSION

The model used in this study is a direct teaching model. The general purpose of using the model by educators is to determine the effect on student learning outcomes and be able to develop existing talents in each student. Before the learning process takes place, the teacher first makes RPP to make it easier to apply the model to be applied. Based on the results of hypothesis testing using the t-test, it is obtained $t_{hitung} = 14.514$ at the significant level $\alpha = 0.05$, so it is obtained sig. (2-Tailed) $0.000 < 0.05$, which means that H_0 is rejected and H_1 is accepted. Therefore, it can be concluded that there is an effect of the direct teaching model on the learning outcomes of class VIII students at MTs Al-Falahiyah Nanga and is effectively used for science learning because it has reached the

KKM standard, namely 65. The results of the study are presented in graphical, table, or descriptive form. Analysis and interpretation of these results is required prior to discussion.

3. CONCLUSION

Based on the results of the research that has been done, it can be concluded that there is a significant influence of the Direct Teaching Model on the Learning Outcomes of Class VIII Students at MTs Al-Falahiyah Nanga Academic Year 2019/2020.

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