IMPLEMENTATION OF THE CHILD LITERACY SKILLS TO ENHANCE SOCIAL LEARNING MOTIVATION FOR STUDENTS IN PRIMARY SCHOOLS

Andi Utama[1], Tatat Hartati[2]

[1]*Student of Postgraduate Basic Education, Indonesia University of Education, Indonesia*
[2]*Lecture of Indonesia University of Education, Indonesia*
[1]*andi.utama702@gmail.com*

Abstract

In this study to improve learning outcomes IPS through the implementation of literacy skills of children in the fourth grade students Baiturrahman Tasikmalaya. The shape of this research is qualitative research design using classroom action research, through the cycle model. Based on the results of data analysis in this study it can be concluded that: (1) The application of child literacy skills can improve student learning motivation fourth grade social studies Baiturrahman 2016/2017; (2) Increasing student motivation from the initial conditions to final conditions are: (1) Children who do the work properly is still lower than the initial condition is only 50% at the end of the state to 85%; (2) Students cooperatively with students and teachers of 60% or 12 students in the final conditions increased to 16 students or 80%; (3) Be enthusiastic answered and said only 50% or 10 students increased to 18 students or 90%; and (4) Students express opinions only 60% or 12 students increased to 17 students or 85%. So the average increase in each indicator of a child's motivation to learn in the initial conditions to final conditions by 30%.

Keywords: Skills Literacy Children, Motivation Learning IPS

INTRODUCTION

The focus of education is not just cognitive ability, but also focuses on the student's skills and more importantly to realize a change in behavior towards the formation of attitudes and the establishment of student behavior is good, social behavior and understand the responsibilities of rights and obligations as citizens (Gunawan, Rudy, 2011). This is a manifestation of social studies learning objectives. To realize that goal is not an easy thing, so it is required a determination of various parties, especially from the teachers and students in order to achieve together the same objectives and vision in creating cohesion achieving goals.

It's not easy to achieve the goal because in general the students show low enthusiasm and motivation. Many factors influence the conditions. Not only because of the element of students who can be blamed, sometimes other factors help determine which are the availability of infrastructure, not using the media, as well as the persistence of the use of conventional methods of learning. But on the contrary if the teacher presents the material through learning strategy or technique that is able to evoke the students' motivation, the students will be more interactive and create quality learning.

In general few problems that teachers face when teaching IPS are: (1) Low concern students attend classes; (2) Intensity answered and said low; (3) Saturation of the students

are very visible; (4) low motivation; and (5) a low learning outcomes. Of the factors that constrain teachers are either: (1) Still prominence of learning activity has focused on the teacher; (2) still tend teacher applies conventional learning model; and (3) the teacher teaches without media habits. The above problem is a problem in general. While problems in the fourth grade social studies in elementary Baiturrahman as raised in this study is not much different from the problems encountered in other schools. From the observation time learning social studies in fourth grade when the teacher presents material Baiturrahman IPS many of the findings in class. Constraint is diverse origin, both from the constraints of teachers and students. As for some of the problems that can be inventoried when learning social studies, among others in the initial condition known level of student motivation is low which can be seen from the following indicators: children who do chores actually still lower than the initial conditions only 50% of students cooperatively with students and teachers 60% or 12 students, enthusiastically answered and said only 50% or 10 pupils and students express opinions only 60% or 12 students.

To overcome the problems that arise during the learning process as described above, then it is worthwhile teachers should be able to be, able to take the initiative in order to generate patterns of teaching and promoting more pro-active in student activities. Among the many strategies that exist, so in this study choose an alternative to solve the problem through the implementation of child literacy learning model in teaching the fourth grade students.

Implementation of child literacy has become an alternative for use with reason is more open learning strategy provides the widest opportunity to students to train students sharing information and obtaining information when learning takes place are then forwarded to explain to other friends in the group. In accordance with the program Elementary School Litaerasi Movement launched by the government, the investigator has the initiative to think that the need for a study on the role of literacy for social studies learning. Use of the literacy skills of children selected as an alternative in providing *treatment* at the fourth grade students during the learning IPS due to the use of child literacy skills can give the impression of playing through the provision of point or value for groups of students or individual who earn good grades, after answering a question correctly.

Departing from the above description, the researchers used the children's literacy skills with a reason to change the learning pattern *centered teachers* to *student-centered* who seek to optimize the role of students in learning and media literacy in schools as a source of learning. The hope is with high motivation will have implications on increasing student learning outcomes.

Based on the background and identification of problems in this study can be formulated formulation of the problem: "Does the application of literacy skills of children can increase student motivation to learn social studies in fourth grade Baiturrahman Tasikmalaya 2016/2017 School Year?".

This study aims to increase the motivation to learn IPS through the application of literacy skills of children in the fourth grade students Baiturrahman Tasikmalaya, and

improve IPS learning outcomes through the implementation of the literacy skills of children in the fourth grade students Baiturrahman Tasikmalaya.

THE EXPERIMENTAL METHOD

This is including basic research or *basic research* with this type of classroom action research *(action research),* which in it will describe the results of a study to explore the information in the form of data on the application of literacy skills of children to enhance learning motivation IPS grade IV on the source material SD Baiturrahman natural resources in Tasikmalaya.

This research was conducted in SD Baiturrahman Tasikmalaya which berlokasidi Jln. RE Martadinata No. 93 B Indihian Tasikmalaya. Research Subjects This class action is a student and teacher Baiturrahman current fourth grade social studies learning about natural resources. Students are meant was grade IV Baiturrahman with enrollment of 25 students.

Measures to be implemented in the research are: 1) dialogue early, 2) planning action, 3) Implementation of the action 4) Observation, 5) Reflection, 6) Evaluation.

1. Action Planning.

    The action plan prepared by the preparation phase as follows:

    a. Identification of Problems

    At this stage we propose the problem in an effort to improve learning outcomes IPS on natural resources through collaboration with colleagues, principals and other competent parties.

    b. Planning Problem Solution

    Solution Plan conducted in classroom action research is an effort to improve understanding of the concept of social studies material on the central government through the implementation of child literacy learning model.

    For more details, the researchers make a table to illustrate the flow of research conducted, a flow diagram of an example of a flow diagram adopted by Arikunto Chronology of quantitative research studies conducted following can be seen in the Figure 1.

2. Implementation Measures

    In the implementation of the action will implement the things that have been programmed to apply the learning cycle model. The action plan that has been determined to be changed in accordance with the real situation that occurs in the classroom when learning takes place.

3. Observation and Monitoring

    Researchers conducted data collection in the field require a data collection instrument. The instrument was used to observe the activities of teachers during the learning process carried out by the teacher, the assessment instrument.

4. Reflection

Implementation of the action reflected from each cycle were analyzed. All of the emergence and activity of student learning and teachers' teaching activities are recorded as a material providing follow-up and evaluation of the implementation of the action.

```
┌─────────────────────────────────────────┐
│  Analysis of Application of Child Literacy Skill │
│      On Student Concept Understanding    │
└─────────────────────────────────────────┘
                    │
            ┌───────────────┐
            │ Library Studies │
            └───────────────┘
            │               │
┌──────────────────────┐   ┌──────────────────────┐
│  Review of source books │   │    Scientific study      │
│ About the research variables │ │ About writing children's literacy │
└──────────────────────┘   └──────────────────────┘
                    │
            ┌───────────────────┐      ┌─────────────┐
            │ Formulating Problems │      │  Hypothesis  │
            └───────────────────┘      └─────────────┘
                    │
            ┌──────────────────┐
            │ Choose to approach │
            └──────────────────┘
            │                    │
   ┌─────────────────┐      ┌──────────────────────┐
   │ Define Variables │      │ Menentukan Sumber Data │
   └─────────────────┘      └──────────────────────┘
   │              │          │              │
┌──────────┐  ┌─────────────┐  ┌──────────┐  ┌──────────┐
│ Learning  │  │   Literacy   │  │ students │  │ students │
│  Social   │  │   Concept    │  └──────────┘  └──────────┘
│  Science  │  └─────────────┘
└──────────┘
```
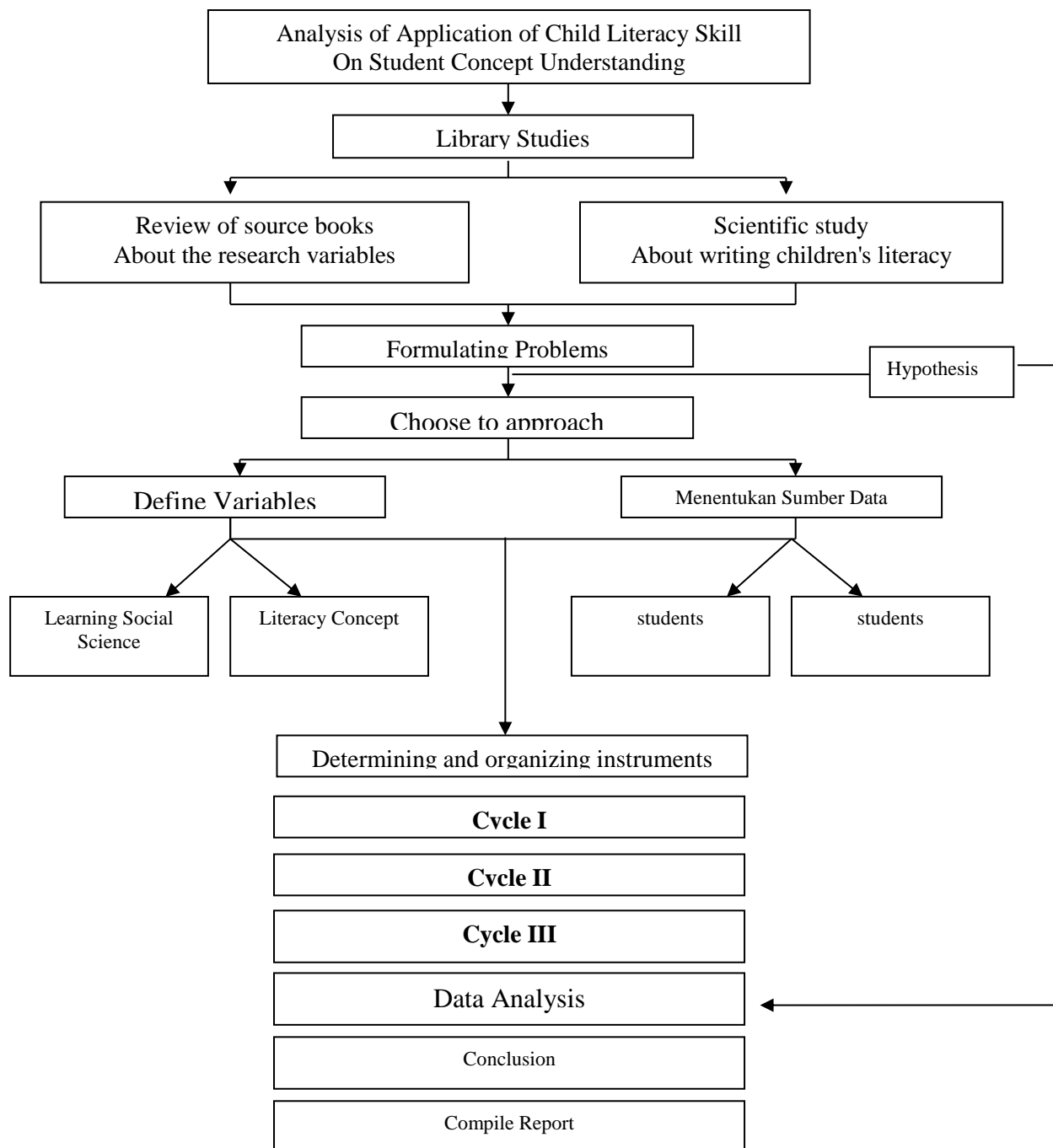

Figure 1 Flow Chart Research

5. Evaluation

Evaluation is the stage of assessing the success and achievement of the objectives of action. At this stage it is directed to the discovery of data as new evidence in order to formulate an answer to the implementation of the action. If learning the first cycle has

been completed, then the action is stopped, and if unresolved, then implemented the next cycle.

Data collection techniques in order to obtain accurate data collection is done through several techniques. There are two methods used in this study are: the principal method used observation and testing techniques and methods of using the help documentation method, which is a technique used to obtain data information through writings or records or objects. In this research, the study documents the research-data associated with the data, for example: the fourth grade social studies syllabus, list of students' grades social studies class IV, a list of values formative fourth grade social studies Baiturrahman Tasikmalaya.

Data validity is an attempt to determine the validity of the data received and obtained by researchers from the research. To test the validity of the research instrument data using two techniques, namely: Triangulation techniques and techniques of content validity or *content validity.*

Data analysis is to analyze the research data that has been collected. As in this study because this study includes action research, the analysis of data using interactive analysis techniques. This activity was conducted in an interactive form in the data collection process as a continuous process, repeatedly and continuously so as to form a cycle. In this process the researchers move between components of the analysis with data collection is still ongoing. After data collection is complete researchers moving between components of the analysis.

In this study indicators of achievement can be formulated as follows: (a) Children who do the work right from the initial conditions only 50% increased to 85%; (b) Students cooperatively with students and teachers of 60% on the initial conditions increased to 80%; (c) Enthusiastic answered and said only 50% on the initial conditions increased to 85%; and (d) Students express opinions only 60% on the initial conditions increased to 80%.

FINDING AND DISCUSSION

Literacy skills of children (X), and the motivation of students in social studies learning (Y). Results of descriptive data analysis of 3 cycles are as follows:

Table 4.1 Interval Categories Child Literacy Skills

Category	Frequency (f)	Percentage
very High	2	16.67%
High	6	20%
on average	5	20%
Low	5	20%
very Low	7	23.33%

Table 4.1 shows the frequency distribution category of the value of science literacy skills of children. It is concluded that the literacy skills of children hose category average.

Based on the above findings indicate that students fourth grade writing skills Baiturrahman relatively evenly. With values different. As disclosed Murtadho that writing skills are skills that are complex and require special attention is also a constant practice. So to have the literacy skills of children is higher, students should be taught to students with the highest literacy skills of children scored 81, 25 and the smallest value is 3, 12.

As for the to determine the implementation of learning outcome data on the three cycles described above, it is clear there is increasing students' motivation is seen from indicators of the acquisition value of formative student through the learning process of the third cycle of the cycle I, II and III cycle. In addition to analysis of the value of formative student, also need to describe student learning activities about the appearance that existed during the learning process.

In the learning cycle I and cycle II increased students' motivation can be identified that increase the level of student motivation can be seen from the indicators: children who do chores actually still increased from 10 students to 12 students so the increase (10%). Students cooperatively with students and teachers of the original 12 students or 60% to 13 students or 65%, an increase of 10%, enthusiastically answered and said only 50% or 10 students increased to 13 children 65% increased by 15% and students who express opinions on 12 students or 60% increase to 14 students atau70% increased by 10%.
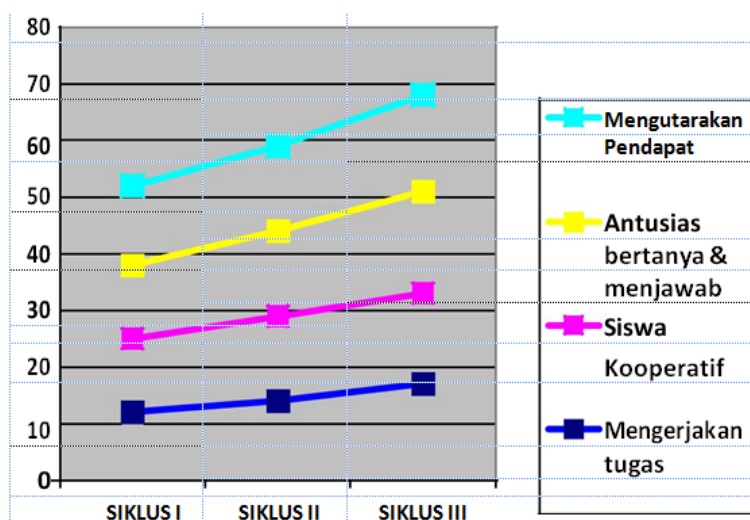

Figure 1: Graph Combined Motivation IPS Cycle I, II and cycle III Grade IV SD Baiturrahman in the academic year 2016 / 2017

On learning by applying the method of the quiz team in the second cycle to the third cycle increased by: Children do the task right from 14 students or 70% increase to 17 students or 85% to 15%, students cooperatively with students and teachers from 15 students or 75% to 16 students or 80% increase of 5%, enthusiastically answered and asked of 15 or 75% increase to 18 children 90% improvement of 15 and students who express opinions of 15 students or 75% increase to 17 students or 85% increase also amounted to 15 %. In accordance with the next steps to achieve the level of completion of 100% of the total number

of students in achieving increased motivation to learn IPS, then implemented learning by using real media about the natural resources that exist in the environment of students.

From the graph the first cycle to the third cycle is described on the front showing that student motivation is increasing in each cycle. To determine the increase in student motivation in social studies students fourth grade Baiturrahman then graphed combined as to which are described on Figure 1.

CONCLUSION

Based on the results of data analysis in this study it can be concluded that:

1. Application of child literacy skills can increase learning motivation IPS Baiturrahman fourth grade students in the academic year 2016/2017.
2. Increasing student motivation from the initial conditions to final conditions are: (1) Children who do the work properly is still lower than the initial condition is only 50% at the end of the state to 85%; (2) Students cooperatively with students and teachers of 60% or 12 students in the final conditions increased to 16 students or 80%; (3) Be enthusiastic answered and said only 50% or 10 students increased to 18 students or 90%; and (4) Students express opinions only 60% or 12 students increased to 17 students or 85%.
3. The average increase in each indicator of a child's motivation to learn in the initial conditions to final conditions by 30%.

Thus the hypothesis formulated action can be answered is: "" Application of child literacy skills can increase student motivation to learn social studies in fourth grade Baiturrahman Tasikmalaya City School Year 2016/2017 ". Thus, the hypothesis was formulated to be answered or the hypothesis can be accepted.

ACKNOWLEDGMENTS

REFERENCES

Aqib Zainal, (2006), *Class Action Research,* Bandung: Yrama Widya

Arikunto, Suharsimi. (2013). *Education foundations evaluation* edition 2. Jakarta: Earth Literacy.

Bukhari, Ahmad. (2005). *Creating Generation Literat,* (Online), http://pribadi.or.id/diary/2005/06/22/menciptakan-generasi-literat/ accessed March 29, 2016. The

Department of Education, (1994), *Basic Education Curriculum*1994Broad stripes Teaching (GBPP), Subject IPS, Jakarta: Director General of Higher Education.

Gunawan, Rudy. (2011). *Learning Objectives IPS Elementary School.* In Internet http://www.rudygunawan.blogspot.com accessed on March 23, 2016

Kemendikbud. (2015). *Guidelines for Primary School Literacy*Movement.

Murthado, F. (2013) Critical thinking and metacognition strategies. Alternative means of optimizing writing exercises argumeneduc.utm.my/wp-content 11/71 /../ ... 2nd International Seminar on Quality and accessibility of AffordableEducation.p 530-541 pdf (3 November 2013)

Nasution. (1982). *Research Methods.* Jakarta: Earth Literacy.

Sofyatiningrum, Etty. (2013). *Effect Against Student Feedback Teachers in Improving Achievement in Primary Schools Muhammadiyah 22 Pamulang (case study). Journal of Education and Culture No.030 in July*2013.Jakarta: Department of Education

Suryadi, Didi. (1997). *Viewer Tool and Teaching*IPS.Jakarta: Directorate General of Primary and Secondary Education D2 Karunika UT