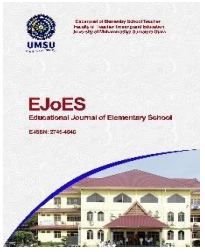
Educational Journal of Elementary School (2023) Vol. 4, No. 1/ 12 – 18

EJoES

Educational Journal of Elementary School

Hompage Journal: http://jurnal.umsu.ac.id/index.php/EJoES/index



ANALYSIS OF STUDENT ACTIVITY IN LEARNING SCIENCE AT SDS ATTAUFIQ MEDAN

Khoirun Nisa[1], Dea Ramanda[2]
Program Studi Pendidikan Guru Seolah Dasar
Universitas Muhammadiyah Sumatera Utara
Email: khirunnisa91@gmail.com, dearamanda203@gmail.com

Abstract
This research aims to determine and analyze the level of activity in class IV SDS students in the city of Medan in science learning. This research uses a descriptive method and uses a qualitative approach. The subjects in this research were all class IV students at SDS Attaufiq Medan. Data collection techniques in this research used observation, questionnaires. Based on the research results, it shows that the level of activity in class IV elementary schools in the city of Medan is very high. Researchers found activities that triggered student activity. These activities include, being active in listening, being active in reading, being active in asking questions, being active in doing questions, and being active in answering questions from the teacher. Class IV students at SDS Attaufiq Medan have 2 levels of student activity. The two levels of activity are "very high" and "medium".
Key words: Student Activeness, in Science Learning, Elementary School.

1. INTRODUCTION

Education is very important for students' lives, with education students can develop their potential to be better than before. Potential development can be done through learning activities at school. Learning activities in schools are part of educational activities which aim to make students smarter. Student intelligence can be seen from student success in participating in learning, learning outcomes, understanding, mastery of material, and student activity. The higher the level of understanding, mastery of material, learning outcomes and student activity, the higher the level of student learning success. To achieve a successful level of student learning, the educational process must be adapted to the function and goals of education in order to create a young generation who are competent to advance the life of the nation and state.

One of the subjects in elementary school is science. Science discusses natural phenomena that are arranged systematically based on the results of experiments and observations made by humans. As stated by Powler, science is a science that deals with systematic natural and material phenomena which are arranged in an orderly, generally accepted manner in the form of a collection of results of observations and experiments/systematic (orderly) meaning knowledge is arranged in a system, does not stand alone, one and the other are related, explain each other so that the whole is a unified whole, while generally applicable means that knowledge is not only valid or by one person or several people using the same method of experimentation will obtain results the same or consistent (Zuliani and Perdiansyah 2020).

Every lesson given in elementary school must have clear and directed objectives. Likewise with science learning so that the learning results obtained are as expected. Science learning in elementary school aims to teach individuals to make correct judgments (valid judgments) from the values of scientific knowledge and other sciences. According to Laksana (2016), science learning is expected to be an aid for students to learn about their surroundings and themselves. Science learning in elementary school also aims to provide students with knowledge about their environment and how to behave, teach or instill a scientific attitude to life and apply scientific methods in solving problems, and teach students to be more familiar with how things work and respect the scientists who discovered them (Fitria 2019).

Students' activeness in this case can be seen from their seriousness in following the lesson. Students who are less active will be shown by several cases in class,

such as lack of enthusiasm for learning, laziness, tending to be sleepy, reluctant to take part in lessons. tend to want permission to leave the classroom for reasons of being late, not concentrating, chatting with friends, doing assignments in other subjects, while class time is currently in progress, and so on. So teachers need to look for ways to increase student activity. Activeness is a motor in learning activities, students are required to be active. Learning activity is influenced by many factors, both those that come from within the student and those that come from outside the student. Some factors that come from within the students themselves are related to skills, some are not skills, such as interest and encouragement to learn. Interest and encouragement to learn can be generated through the efforts and situations created by the teacher. The efforts and situations created by the teacher can not only influence interest and encouragement in learning, but also influence learning activity (Sinar 2018).

Activities in the classroom are carried out by teachers and students. Activeness is a positive response between teachers and students. Sardiman's opinion in Monica (2013) Activeness is said to be both mental and physical activity, to think about everything that can never be separated. Meanwhile, according to Rusman (2013), in every lesson students always show activeness, whether physically listening, practicing skills, reading, and so on, psychological activeness in solving problems with ability/knowledge, comparing concepts, and others (Putri and Taufina 2020).

According to Hamdani (2011: 48) active learning is learning that aims to improve the quality of education. To achieve student involvement so that it is effective and efficient in learning, various supports are needed in the learning process, namely from the perspective of students, teachers, learning situations, learning programs and learning facilities. According to Ahmad (2019: 176) active learning is something that plays a very important role in every teaching and learning process. With the active power of students in the learning process, students as students will be more likely to have a high sense of interest and enthusiasm in participating in the teaching and learning process (Tiara Naziah, Hamdani Maula, and Sutisnawati 2020).

The indicators of learning activeness according to Sudjana (2006), include the following: 1) being involved in tasks, 2) taking part to solve problems, 3) ask if you don't understand, 4) look for the information needed, 5) discuss according to instructions, 6) correct the results and abilities obtained, 7) practice to solve problems, 8) practicing skills by completing the tasks or problems given (Putri and Taufina 2020).

2. RESEARCH METHODOLOGY

The approach in this research is a qualitative approach, while the type of research method used is "Descriptive Method". Research methods are process activities in the form of data collection, analysis and providing interpretations related to research objectives. This was done so that researchers could describe clearly and in detail and obtain in-depth data regarding the analysis of student activity in science learning. Qualitative research methods are often called naturalistic research methods because the research is carried out in natural conditions (natural settings); also called the ethnographic method, because initially this method was more widely used for research in the field of cultural anthropology; It is called a qualitative method, because the data collected and the analysis is more qualitative in nature (Sugiyono 2019).

The data collection techniques used in this research are observation, questionnaires. In observation, in this research the researcher observes and observes students' activity in science learning and the researcher must take notes and pay close attention, in order to obtain information that is in accordance with the focus of the research. As for the questionnaire (questionnaire) used in this research data collection technique, with a questionnaire (questionnaire) the researcher will distribute it to students. The questionnaire distributed has the aim of finding out the extent to which students are active in learning science.

A questionnaire was conducted by researchers on class IV students to obtain data regarding students' activeness in science learning and to find out the extent of students' activeness in science learning. The questionnaire used consists of positive statements and negative statements. This questionnaire uses a Likert scale as scoring. Determination of scoring on the Likert scale used includes 4 answer choices. The following is the determination of the Likert scale score on the questionnaire as follows:

Tabel 1 Skor Skala Likert

Pernyataan Positif		Pernyataan Negatif	
Selalu	4	Tidak Pernah	4
Sering	3	Kadang-Kadang	3
Kadang-Kadang	2	Sering	2
Tidak Pernah	1	Selalu	1

The formula that researhers use to calculate the Likert scale for get a determination of the percentage of results from student activity, namely:

$$\text{Nilai Persentase} : \frac{SKOR\ PEROLEHAN}{SKOR\ MAKSIMAL} \text{x } 100\%$$

Gambar 1 Rumus Menghitung Hasil Skoring

Calculate the average value (mean) to determine the percentage of students' interest in learning in science subjects in class IV SDS Attaufiq Medan. By using the following formula:

$$\bar{x} = \frac{\Sigma}{\sum N}$$

Ket : $\bar{x} = Mean$

X = Number of data

N = Number of Students

3. RESULTS AND RESEARCH

This research involved 28 class IV students at SDS Attaufiq Medan. Results of descriptive data analysis of student attitude questionnaire data towards science subjects based on active learning indicators, as in the percentage diagram and table below:

Tabel 2 Kriteria Keaktifan Siswa

Capaian Persentase	Kriteria Keaktifan
75 % - 100 %	Sangat Tinggi
51 % - 74 %	Sedang
25 % - 50 %	Rendah
0 % - 24 %	Sangat Rendah

Gambar 3 Rekapitulasi Hasil Angket

There are the results of a questionnaire conducted by researchers. Based on the questionnaire results obtained in the bar diagram, there are two types of levels of student activity in science learning in class. Namely, data on the level of student activity in class IV science learning at SDS Attaufiq Medan is categorized as very high. The level of student activity was a percentage of 75% - 100%, as many as 16 students. And categorized as medium level of student activity, namely with a percentage reaching 51% - 74% for 12 students. This is based on the results of the questionnaire that the researcher obtained during the research and is included in the attachment. From the results of the questionnaire, the number of students' activeness is more likely approaching the figure to 100% with a percentage range between 75% - 100%. Then the researchers found that there were 16 students who were part of this percentage who were active in class when taking science lessons. Not only that, there were 12 students whose activeness in class was moderate and the results obtained ranged from 51% - 74%. Based on the percentage of the questionnaire results explained above, it is stated that some students are active in learning because students are very active when taking part in the science learning process. The students' activity included, when the teacher wrote down science learning material in front of the class, the students were enthusiastic about copying it in their notebooks.

4. CONCLUSION

Regarding student activity in science learning for class IV students at SDS Attaufiq Medan, it can be seen that student activity consists of very high, medium, low and very low criteria. Class IV students at SDS Attaufiq Medan have 2 levels of student activity. The two levels of activity are "very high" and "medium". There are 16 students who have a percentage of 75% - 100% which can be categorized as a very high level of student activity. There are also 12 students who have a percentage of 51% - 74% which can be categorized in the medium category for the level of student activity. Students who fall into the very high and medium categories are said to be very active in learning science in class starting from active listening, active reading, active giving opinions, active in working on questions, and active in answering questions from the teacher.

REFERENCES

Zuliani, Rizki, and Ferry Perdiansyah. 2020. *Pembelajaran IPA SD*. edited by M. Santosa. Jakarta: FKIP UMT PRESS.

Fitria, Yanti &. Indra, Widya. 2019. *Pengembangan Model Pembelajaran PBL Berbasis Digital Untuk Meningkatkan Karakter Peduli Lingkungan Dan Literasi Sains*. edited by A. Y. Wati. Sleman: Deepublish.

Sinar. 2018. *Metode Active Learning (Upaya Peningkatan Keaktifan Dan Hasil Belajar Siswa)*. edited by I. Nuraini. Yogyakarta: Deepublish.

Sugiyono. 2019. *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D*. edited by Sutopo. Bandung: ALFABETA.

Putri, Dhara Atika, and Taufina Taufina. 2020."Meningkatkan Keaktifan Belajar Siswa Melalui Model Make A Match Di Sekolah Dasar." *Jurnal Basicedu* 4(3):610–16. doi: 10.31004/basicedu.v4i3.403.

Tiara Naziah, Syifa, Luthfi Hamdani Maula, and Astri Sutisnawati. 2020. "AnalisisKeaktifan Belajar Siswa Selama Pembelajaran Daring Pada Masa Covid-19 Di Sekolah Dasar." 7(2):2614–0136. doi: 10.26555/jpsd.