

The Influence Of Learning Model Guided Findings Of Student Learning Outcomes

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Abstract: This study examines the influence of the learning model guided findings on student learning outcomes in subjects PAI eighth grade students of SMP Plus al Ma'soem. The research method used in this study is a quantitative method in the form of quasi-experiment (Quasi-Experimental Design). The findings of the study are expected to demonstrate: 1) the difference significant increase in learning outcomes between the experimental class using guided discovery method that uses the control class discussion of learning models, 2) Constraints in the method of guided discovery activities and the limited ability of educators in the experimental class in implements the method of guided discovery and constraints faced by students while digging the information they need, so we need special strategies to motivate students in the experimental class in order for them creatively find the right way to gather information that supports learning PAI.

Index Terms: Guided discovery Methods, Results Learning

1 INTRODUCTION

This research is motivated by PAI learning conditions in SMP Plus al Ma'soem place where the study was conducted. The observation of researchers at pre-study, PAI learning conditions performed for this: (1) emphasize the memorization process; (2) is more concerned with the content rather than process; (3) the learning process that takes place tends to emphasize the facts and information that is rigid; (4) cooperation among students is very less (5) collaboration among students not occur naturally, (6) learning meaningful and directly benefit the lives of students (function meaningful learning and knowledge) has not been done completely; (7) the attitude of students is very individualistic and less concerned about the circumstances surrounding. In addition, other factors that affect not optimal learning in junior high PAI Al Ma'soem among others: (1) low mastery of varied learning methods of teaching social studies; (2) teachers were satisfied with the conventional teaching pattern which they have done; (3) low utilization of the supporting infrastructure of learning both in school and student residence environment; (4) in the learning process, teachers put more emphasis on the aspect of cognitive and affective aspects have not optimize and psychomotor students; (6) the teacher stuck in a routine method of passive lecture, monologue, and the process of memorizing the subject matter. This causes difficulties students understand the subject matter; (7) Low students' understanding of the subject matter berfiki rational result in lower ability students. PAI as subjects in junior high, is expected to have a major role in anticipating social problems that occur in the community. To achieve optimal learning, the ability of teachers in the present study can attract learners is very important.

Teachers are required to demonstrate a high creativity in developing learning in the classroom, and is expected to achieve breakthrough in PAI learning, so that learning becomes more meaningful implemented (meaningful learning). The learning process should be a process of educational communication between teachers and learners. Teachers have a strategic role in guiding and directing the students in finding their identity, so that they can live independently and become a member of the public who obey the values and norms in society Based on this fact, the improvement of learning process is absolutely necessary. Application of the method chosen guided discovery researchers with the assumption; (1) the method of guided discovery provides an opportunity for students to participate actively in the learning process. The basic concept of guided discovery rooted in perceptions of student-centered learning (child centered education), that learning is doing something and produce work. This view puts learners as subjects and actors learning activities and make the teacher as a facilitator and guide the learning process of students; (2) learning principles contained in this theory provides opportunities for learners to be able to actualize the ability to think and emotional social optimally through a responsible way of learning and life experiences of learners based directly; (3) through this learning, is expected to form the character of an independent learners, responsible, and caring to the conditions and circumstances surrounding environment. It is drilled directly into the learning process, so it is expected that learners can become good members of society.

2 LITERATURE REVIEW

John Dewey (1910) in Sapriya (2009: 141) offers a method of the invention tebrimbing as a learning aims to solve the problems that tend to be individualistic learning attitude of students. Selection of the use of guided discovery method based on some ideas of educational experts and the results of studies showing that the guided discovery method has the advantage, especially for developing thinking skills as well as knowledge, attitudes and values on the learners compared with classical or traditional approaches. The formulation of the problem that can be drawn from the research focus are: 1) Is there a difference in improving student learning outcomes between experimental class which uses the method of guided discovery learning activities with students using learning control method of discussion in class 2) any obstacles encountered in application of the method of guided discovery

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learning undertaken in the experimental class? According Hamalik (2010: 213), in implementing the guided discovery learning, the learning activities are divided into four activities, namely: a) Review of the events in detail, b) Analyze aspects of the event; in this case, the teacher helps to identify the main problems or issues related to the event, c) distilling the principles and values associated with events premissis, and d) Integrate new experiences into the learning framework. According Gulo in Trianto (2009: 166) who expressed the opinion that "guided discovery learning strategy is a series of learning activities that involve the maximum entire learning ability to search and investigate in a systematic, critical, logical, analytical so that they can find their own findings with full confidence. "Sapriya (2009: 80) states that; "Guided discovery is an exercise in gaining knowledge. Students are given questions to develop a conclusion based on the consideration of the evidence that has been owned ". According Jarolimiek and Parker (1993) guided discovery is a process of solving problems through systematic measures which consists of the discovery of the problem, hypothesis formulation, data collection, testing the hypothesis and conclusion. Al Mochtar (2004: 63) argues that learning is a process of developing the potential of thinking so that they can find a sense of meaning or truth through the collection of data for solving a number of problems while learning tool that is used in the form of data information obtained through the inquiry process itself In PAI learning, by the method of guided discovery occurred development thinking skills that are used as the basis of social and cultural transformation. Sanjaya (2005: 206-207) suggested the inquiry as a method used in the study, has several advantages, namely: 1) To encourage students to think and work on his own initiative, 2) Creating an academic atmosphere that supports the ongoing student-centered learning, 3) Assist students in developing a positive self-concept, 4) Improve students hope to be able to develop their ideas so that they can complete the task in its own way, 5) develop students' individual talents optimally, and 6) Protects from rote learning. Some disadvantages are: 1) It is difficult to control the activities and success of student learning directly, 2) It is difficult to plan learning due to hit the usual pattern of classical study done earlier students, 3) In the implementation phase, often requires more time so that teachers find it difficult to adjusting the predetermined time, 4) Teachers have difficulty in implementing inquiry learning outcomes for learning success is measured by the criteria of the subject matter domination

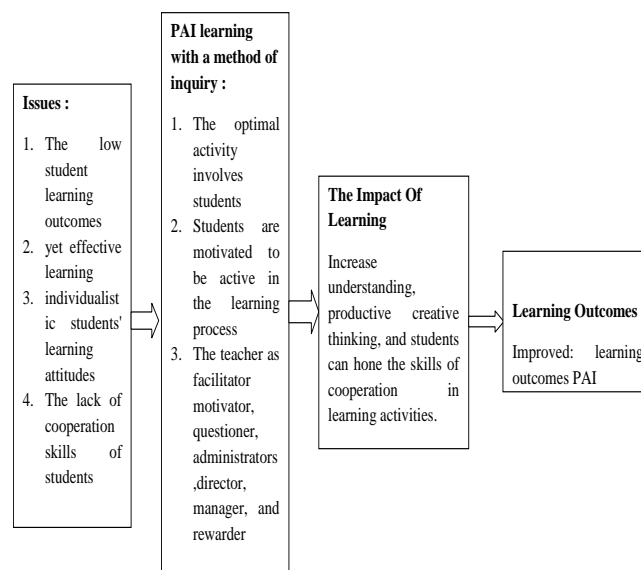
3 RESEARCH METHODOLOGY

The method used in this research is quantitative method in the form of quasi-experiment (Quasi-Experimental Design). This study is planned to be implemented in the Junior Plus AMA'soem. The population in this study were all eighth grade students of SMP A Ma'soem as many as 341 students, consisting of ten classes, namely class VIII A through J. The samples were taken two classes namely class VIII G as the control class and class VIII H as a class experiment. The research variables include independent variables, namely PAI learning guided by the method of the invention hereinafter referred to as (X), learning outcomes as the dependent variable called (Y). The data collected in this study consists of the main data test results of student learning and social skills questionnaire and supporting data in the form of interviews and feedback from teachers and students. The data analysis

technique used in this study is different test using t test

4 RESULT AND DISCUSSION

These results have not been obtained, so further research related changes in learning outcomes between the experimental class using guided discoveries learning method that uses the control class discussion learning model. While the results are taken from the assumptions outlined briefly in the form of a paradigm of research ideas .In systematic research paradigm can be seen in Figure 1.1



The purpose of this study to prove whether this study are consistent with the opinion Sudjana (2010: 22), which states that "learning outcomes are the abilities of the students after he received his learning experience." Based on the above statement Sudjana, learning outcomes have an important role in the process learning. This happens because the learning outcomes are generally used as a measure of how much the success of a learning process that has been done, as expressed by Purwanto (2010: 44), that; "The results of learning is often used as a measure to determine how far a person who has mastered the material taught". Maximum learning results can be obtained through a good learning activities. learning itself is a procedure that must be done to achieve the learning objectives. Learning by doing through methods of inquiry in the experimental class is proven to improve student learning outcomes for the optimal utilization of the environment can hone students' ability to learn better. Arguments supporting the above theory is the opinion of Dewey (1907: 38) states that "family life and society are connected directly through good communication and learning that comes from the experience with family and community, make students more familiar with what he learned. Thus, the learning activities into a process that is associated with the real situation ". The results of this study are expected to also be able to prove that the method of guided discovery is proven to increase the enthusiasm of student learning activities in the classroom experiment. In the learning activities, the teacher acts as a facilitator. Learning in the experimental class that implements tebimbing proven learning method of the invention can increase the awareness of students to take advantage of

the surrounding environment as a source of learning for them. They realize that it's not just a textbook that can enhance their understanding during learning activities, the neighborhood where they live can also improve their knowledge. Increasing the capability of this knowledge can change ahirnya deeper understanding of the greatness of Islam as their religion over the years. Method inquiry conducted in the experimental class emphasizes the learning activities so that students can find and solve his problems, through systematic steps and logical. The role of the student is looking for and find themselves subject matter, while the teacher serves as a facilitator and mentor in implementing learning activities. This is in line with the opinion of Sanjaya (2007: 94) that the method of inquiry is a series of learning activities that emphasize critical thinking and analytical processes to seek and find their own answers from a problem that is questionable. Thus, the learning method of the invention tebimbing is basically rooted in the experience of learning that emphasizes the process of solving problems through a series of activities such as hypothesis testing based on facts. Guided discovery method or also known Inquiry learning is an approach that explores the development of questions and conduct discovery to build a new understanding of a concept. Thus, the results of this study, it can be proved that the method of guided discovery can improve student learning outcomes. Third, there is no doubt that every election learning methods used have limitations when used in learning activities. Some problems were encountered in the learning activities by applying the method of guided discovery during ongoing research activities can not be separated from the observation and would need further investigation so that it can be more accurate references related to the use of guided discovery learning method PAI.

5 CONCLUSION

Several conclusions can be drawn from this study include: penelitian is expected to prove terdapat difference significant increase in learning outcomes between the experimental class using guided discovery learning method that uses the control class discussion of learning models, 2) research is also expected to explain the various constraints faced by teachers in implementing guided discovery learning in detail and can explain the problem-solving effort c) this research is also expected to explain the limitations of the current students' ability to dig the information they need, so we need special strategies to motivate students in the experimental class to get them creative search for the right way to gather information that supports learning PAI.

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