

The Use of Group Guidance Technique to Improve Natural Disaster Concept Comprehension of 5th Grade

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Abstract

This research is conducted to: (1) improve natural disaster concept comprehension by using group guidance technique, (2) determine how big the improvement of students' natural disaster concept comprehension is after they were taught by using group guidance technique. This is a classroom action research. Data was analyzed by using Joint Display, where in this kind of analysis, it is presented two group data (Qualitative and Quantitative data) analyzed separately to obtain deeper data analysis result. From the data, it is known as result that there are two data groups, namely test score and interview result. Test score reached standard score in cycle I is 64.85%, in cycle II is 83.78, and cycle III is 83.78%. Therefore, it can be recommended that the use of group guidance technique to improve science subject concept comprehension of nature in Indonesia material on 5th grade.

Keywords: group guidance, concept comprehension

I. INTRODUCTION

One characteristic of students in advance class is that they like group activity. From interview result, it is reported that students like subjects with group activity within. Those subjects are for example sport, music, and cultural art. Characteristic of learning process in sport, music, and cultural art is that those subjects use group activity. In sport subject teacher usually makes two separate groups to compete according to given material. In music and cultural art subject, teacher makes choral group in which students are given chance to make group matching with their own expertise.

Based on interview and questionnaire result about entire subjects, science subject is the less desirable subject. Learning material in science is broad. Students tend to feel bore to learn. Teachers teach with no students' direct participation. Result of questionnaire proposed to 40 students about favorite subjects is presented in table as follows.

Table 1 Rank List of Favorite Subject

Subject	Total
SBK	7
PJOK	8
SSD	7
Indonesia Language	3
PKn	3
IPS	3
Math	4
Science	2
Java Language	3
Total	40

Based on Table 1, Science is the most unfavorable subject for students. Documentation data of ability to understand curriculum of 5th grade SDN Tumenggungan in the form of graphic shows that science subject's achievement score is the lowest among other subjects. The graphic is shown in figure 1 as follows.

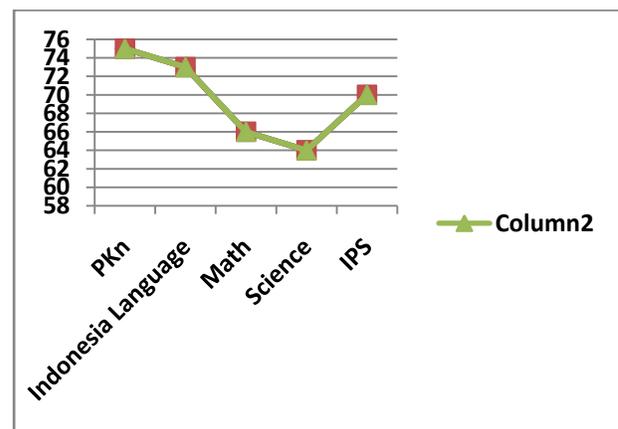


Figure 1. Graphic of the Achievement of Ability to Understand Curriculum

In figure 1 above, it shows that mean score of civic education is 75, mean score of Bahasa Indonesia is 72, mean score of Mathematics is 65, mean score of

Science is 64, and mean score of Social Education is 70. It is known that academic score of Science is the lowest among other subjects. Researcher concludes that Science learning in SDN Tumenggungan is not maximal yet that natural disaster concept material is not understood enough. Observation result done by teacher shows that students' achievement of science is low. The result is gotten from ability to understand curriculum data and test score.

Researcher realizes that the implementation of group making in sport, music, and cultural art is very effective to give concept comprehension for students. Positive side of this technique is proved by students' learning achievement where 100% of the score is above standard score. Beside, in a research conducted by Abdul Haris M and RetnoTri Hariastuti published in *jurnal mahasiswabimbingananseling UNESA Vol 1, No 1, pp 1-07 January 2013* with title *Group Guidance Discussion Technique to Improve Students' Comprehension about Preference Program Class X4 SMA 2 Lamongan Academic Year 2012/2013* shows that group guidance technique is success to improve students' comprehension. It is proven from the score of pre-test and post-test showing improvement of comprehension significantly.

The suitable technique to deliver concept for students is group guidance technique. In this technique, there are some treatments, namely home room program, group discussion, group activity, students' organization, and role playing. This technique can be adjusted with materials, needs, and learning objectives. In this research, researcher took material about natural condition in Indonesia. Basic competence is focused on KD 7.6, identify natural disaster in Indonesia and its effect for living creatures and environment.

II. RESEARCH METHOD

This is a classroom action research (CAR). Sugiyono (2015: 31) states "Action research is an applied research aimed to repair an action situation (take action)....". This research is done in 5th grade on 2nd semester in SDN Tumenggungan Surakarta, academic year 2015/2016 for 6 months from January 2016 until June 2016.

Instrument used in this research are (1) documentation, (2) interview, and (3) test. Interview is conducted to students with highest score and lowest score. Test is used to measure students' concept comprehension about natural disaster in Indonesia. Data is analyzed by using multi mixed methods or combination model. Combination model is believed to give more complete, deeper, wider, more valid, more reliable, and more objective result and also it can be

generalized. According to Sugiyono (2015: 279), "the use of combination method in action research is used to obtain information about a situation before treatment, treatment, and after treatment. Each will be informed through combination data of quantitative and qualitative."

III. RESULT AND DISCUSSION

A. Pre-Treatment

Before treatment, researcher conducted observation, interview, and test first. Observation is used to know learning activity. Based on observation result, information was obtained that students had lack enthusiast because many students were talking during lesson, had no attention to their teacher, and had low interest to study about natural disaster in Indonesia. No one asked question did not prove that they understand, but they did not understand about the concept taught by their teacher. It happened because the learning process of science subject was monotone. Teacher used lecturing method and question and answer session without any improvement with other supporting techniques.

Result of pretest about natural disaster happened in Indonesia on Science subject showed that 6 from 40 students had reached standard score. Through observation, interview, and test result, it can be concluded that 5th grade students' ability of natural disaster concept comprehension in SDN Tumenggungan in Science subject is still low.

B. Treatment

Data about the improvement of students' natural disaster concept comprehension after using group guidance technique in Science subject is presented in the form of graph. Below is graphic about research result of cycle I, II, and III.

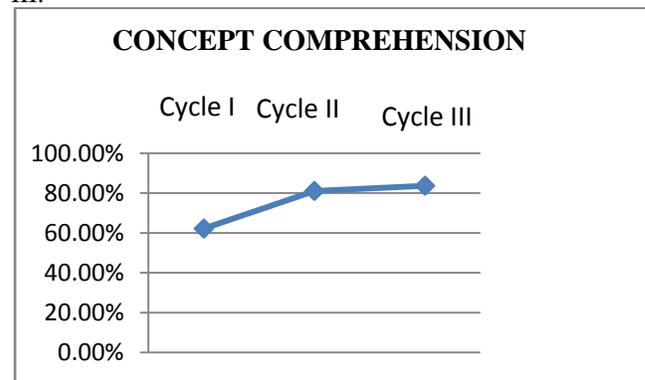


Figure 2. Quantitative Data Improvement Graphic about Concept Comprehension of Cycle I, II, and III

Based in Figure 2 above, it shows that there is improvement of comprehension concept in Cycle I

compared to pre-cycle for 48.64%, Cycle II compared to Cycle I for 16.23%, and Cycle III compared to Cycle II for 2.7%. To give clear sight about how big the improvement of students' natural disaster concept comprehension is after they were taught by using group guidance technique, percentage table of learning motivation from cycle I, II, and III I presented as follows.

Table 2. Percentage of Concept Comprehension in Cycle I, II, and III

Concept Comprehension Test Result	Pre-Cycle	Cycle I	Cycle II	Cycle III
Above standard score	16,21%	64,85%	81,08%	83,78%
Below standard score	83,79	35,15%	18,92%	16,22%
total	100%	100%	100%	100%

Based on table and figure above, it can be drawn a conclusion. The use of group guidance technique can improve 5th grade students' concept comprehension in SDN Tumenggungan of Science subject about natural disaster happened in Indonesia.

IV. DISCUSSION

Group Guidance Technique can Improve Natural Disaster Happened in Indonesia Concept Comprehension

The use of group guidance technique can improve 5th grade students' concept comprehension in SDN Tumenggungan. The improvement of concept comprehension score is seen after it is obtained mean score from each cycle, cycle I is 64.85%, cycle II is 81.08%, and cycle III is 83.78%. Therefore, it can be concluded that group guidance technique can improve students' concept comprehension about nature condition in Indonesia.

This is in line with research conducted by Abdul Haris M and Retno Tri Hariastuti (2013) showing that group guidance technique can improve students' comprehension. It can be seen from the significant improvement of pre-test and post-test score.

Group guidance technique can create learning activity through group. Group activities in this technique are discussion, presentation, and demonstration. Those group activities are believed to be able to increase natural disaster concept comprehension because comprehension can be created through practical activities based on concept

This is in line with statement from Sudaryono (2012: 44) that comprehension is someone's ability to understand something after it is remembered or recognized; it includes ability to comprehend meaning of something learnt, stated by elaborating main content of a text, or changing presented data from one form to another form. This ability can be elaborated into three terms, namely translating, interpreting, and extrapolating.

V. CONCLUSION AND SUGGESTION

A. Conclusion

5.1.1 Group guidance technique can improve 5th grade students' natural disaster concept comprehension in SDN Tumenggungan.

5.1.2 The improvement of 5th grade students' concept comprehension score in SDN Tumenggungan after being taught by using group guidance technique between cycle I and 2 is 15.23%, and between cycle II and cycle III is 2.70%.

B. Suggestion

It is better to notice each student's characteristics in using group guidance technique to improve concept comprehension.

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