



LEARNING MODELS AT SD 72 ALUE NAGA BANDA ACEH

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ABSTRACT

This research uses descriptive qualitative research methods, namely research based on phenomena observed by researchers in accordance with events that occurred at SD Negeri 72 Alue Naga Banda Aceh. Based on existing phenomena, research concludes that the learning models carried out by teachers at SD Negeri 72 Alue Naga Banda Aceh have all used learning models that include the creation of new relationships, relationship dimensions, new knowledge, integrative thematics through content in class 4.5 , and 6. From the results of research observations, it was found that SD Negeri 72 Banda Aceh has a special learning model in the learning process which influences the character of the students. In this regard, teachers apply learning model strategies in each high class according to the subject. which will be delivered. Student activities related to learning models can vary depending on the learning model used. Some learning models commonly used in SD Negeri 72 schools include inquiry, conceptual, problem-based learning, and project-based learning models. Student activities in these learning models can include searching and investigating things actively, working together in groups, developing new ideas, being creative, thinking at a higher level, critically, practicing

communication, sharing, being more open to socializing in the context of problem solving.

Keywords: *Models, Learning, Integrative Thematics.*

INTRODUCTION

Education "is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals and skills needed by themselves, society, nation and state. Education is everything that influences the growth, change and condition of every human being. The change that occurs is the development of students' potential, both knowledge, skills and attitudes in life (Sari, Surjono, et al., 2019). To teach students according to their learning styles so that learning objectives can be achieved optimally, there are various learning models (Sari et al., 2023). In practice, teachers must remember that there is no learning model that is most appropriate for all situations and conditions (Fauzi et al., 2019). Therefore, in choosing the right learning model, you must pay attention to the condition of the students, the nature of the teaching materials, the media facilities available, and the condition of the teacher himself (Sari, 2018).

The Relationship of Learning Dimensions is a comprehensive instructional framework to assist educators in planning the learning experiences that will be presented to their students (Mastiah et al., n.d.). Learning Dimensions is a comprehensive instructional framework to assist educators in planning the learning experiences that will be presented to their students (Mardhatillah et al., 2019b). Relationship Creation: Learning is the process of interaction between students and educators and learning resources in a learning environment (Mayang et al., 2021). Learning will come alive depending on how the teacher manages the class well. Just like the class teacher. Class management is needed to optimize learning (Sari et al., 2020).

Knowledge comes from the word "know", in the Big Indonesian Dictionary the word knows means, among other things, understanding after seeing (witnessing, experiencing, etc.), knowing and understanding (Aidi, et al 2023) defines knowledge as everything that is known based on human experience itself and knowledge will increase according to the process of experience that one experiences. According to Bloom, knowledge is the result of knowing, and this occurs after people sense a particular object (Mardhatillah et al., 2023). Integrative Thematic Through Content integrative thematic

learning can be implemented through: (1) Integration of skills in the subject; (2) Integration of skills in a number of subjects; (3) Assimilation of various content in subjects; (4) Integration of values in subjects; (5) Elements taught in the curriculum; (6) Integration of curriculum and co-curricular; (7) Integration of knowledge and practice; (8) Integration of past experiences and new experiences obtained by students (Mardhatillah et al., 2019a). The use of content in Integrative Thematic Learning in Elementary Schools is an effort to combine three important dimensions of knowledge, namely technology, pedagogy and lesson content, to create effective and relevant learning experiences (Sari, Amelia, et al., 2019).

METHODS

This mini research activity is descriptive qualitative in nature. This means that the data collected is in the form of detailed descriptions or narratives, not numerical measurements. The qualitative descriptive approach allows for a comprehensive and in-depth exploration of the phenomena observed, thus providing rich insight into the social and behavioral aspects studied. We are group 3 consisting of 3 people, namely, on behalf of Ahmad Hamzah, Citra Rifdah, and Nurliah. We were tasked with conducting mini research at SD Negeri 72 Alue Naga Banda Aceh on October 27 2023. At the school, we met with the principal, teachers and students. In this activity we observed the application of learning models which include the dimensions of learning relationships, the creation of new relationships, new knowledge and learning content at SD Negeri 72 Alue Naga Banda Aceh.

RESULTS AND DISCUSSION

Observations in high classes at SDN 72 Alue Naga Banda Aceh, namely classes 4, 5 and 6. In class 4 observations were made by Ahmad Hamzah, for class 5 observations were made by Citra Rifdah Zainiyah and finally in class 6 observations were made by Nurliah. We entered each of the high classes that we shared at SD Negeri 72 Alue Naga Banda Aceh and watched the elementary school teacher convey the learning process taking place with the students. Class teachers at this school are very good at implementing learning models during lessons. The teacher incorporates learning relationships, creating new relationships, creating new relationships, new knowledge, and learning content into various subjects, and utilizes a variety of methods and media to enhance learning.

In implementing class 4 learning, the teacher approaches the method of interacting well with each other, so this method helps students to ask questions

if there is something they don't understand by having the courage to express it freely. Furthermore, during the implementation of learning in class 5, the teacher provides a lot of new knowledge to students regarding the subjects being taught, always praying to Allah SWT, togetherness, responsibility, discipline and mutual respect, which is closely related to growing or forming the character of the participants. students, because students currently really need character education and an approach to the Pancasila student profile. Finally, in implementing learning in class 6, the teacher uses a conceptual learning model that connects learning material with daily life in groups and independently in presentation at the front. This learning model can foster students' creativity and self-confidence.

The approach used in this research is a qualitative descriptive approach. Sugiyono (2016:15) stated that the qualitative research method is a method that relies on postpositivism philosophy, qualitative research methods used for research that focuses on the condition of natural objects. Besides that using data collection techniques with triangulation (combination), analysis of the nature inductive or qualitative. Results obtained from using qualitative research alone is the emphasis on meaning over generalization. By using qualitative research methods in this research, it is hoped that we can obtain detailed information related to research carried out by researchers namely the learning model applied by teachers when delivering learning at SD Negeri 72 Alue Naga Banda Aceh.

This research uses descriptive qualitative research methods, namely research based on phenomena observed by researchers in accordance with events that occurred at SD Negeri 72 Alue Naga Banda Aceh. Based on existing phenomena, research concludes that the learning models used by teachers at SD Negeri 72 Alue Naga Banda Aceh.

A. Relationship Dimensions of Learning and Creating Relationships



Picture 1. Teacher interacting with students

The results of the observations we have made at SD Negeri 72 Banda Aceh which are in grade 4 of elementary school, Observations regarding the Relationship of Learning Dimensions and the creation of relationships between teachers and students during the learning process, Relationships between teachers and students in increasing student activity in the process The learning in class 4 is very good, this is proven by good interaction between teachers and students, when the teacher gives assignments in class the responses given by students are very good, students do assignments in an orderly manner, this will create student activity in the class. The class is very productive, there are question and answer sessions that occur naturally for students and teachers.

The teacher provides learning material during the learning process. Regarding the material given to students, students responded well, such as students asking questions while the material was in progress, this happened because there was a high response to the material given, this proves that the material the teacher gave to students was very good and good for student development. During the material, the teacher does not forget to provide interesting lessons to stimulate students' motivation to continue learning, this will make students more enthusiastic about learning, such as students who have a greater desire to know, students will respond to the teacher by asking questions regarding the material that the mother has provided. the teacher gives, when the teacher gives material about means of transportation in the world, don't forget the teacher asks the students about what means of transportation are around the student's area or where the student lives, now from this question the students will think and then answer the question , this proves that the learning process that the teacher provides is very effective to carry out, this will stimulate students to think and dare to answer or appear in front to speak in class. This means that there is

interaction between the teacher and students which will make the relationship between teacher and student stronger. Good.

C. New Knowledge



Picture 2. Teacher interacting with students

The results of the observations we have made at SD Negeri 72 Banda Aceh, teachers use learning models that are appropriate or needed by students, by using appropriate learning models, teachers and students effectively give and receive learning material.

Teachers use learning models that are appropriate to what students need. The teacher combines several learning models when delivering material by using the right learning model. This will greatly influence student learning outcomes. Apart from that, students' perceptions also greatly influence learning outcomes. Therefore, in selecting a learning model, in addition to paying attention to the complexity and uniqueness of the learning process, understanding the meaning of perception and the factors that influence the explanation of perception should be optimally pursued so that the learning process can take place effectively. For this purpose, it is necessary: (1) to select the right model so that it can attract students' attention and provide clarity on the objects they observe, (2) the learning materials to be taught are adapted to students' experiences. Psychological studies state that children learn concrete things more easily than abstract things.

In learning, teachers also provide character education to students, which is important for all elementary school students today and is also accompanied by providing new knowledge to students. Through cultivating character in the school environment, it is hoped that students will have

intellectual intelligence and a good attitude. Just being a person who has high knowledge and knowledge is not enough, children must also be equipped with good character. It can be seen that when making observations, the atmosphere and learning process in class V looks very conducive. Both teachers and students look very concentrated and can give and receive the material presented.

D. Integrative Thematic Through Content



Figure 3. Teacher gives Ice Breaking to students

Teachers use interactive video-based learning content, directly (visually), students work on projects directly and audio and students really like the content and are involved in applying the learning content. Students responded well, students paid attention to the learning content provided by the teacher, students understood the material well, because of the learning content assistance provided by the teacher. In implementing learning content, teachers often use contextual learning models. This model aims to help students understand teaching material and relate it to the context of students' daily lives. Students can learn well if the teaching material is related to knowledge and activities that they already know and that occur around them in groups and individuals, as well as students also really like the learning model that the teacher applies because it is a discussion model.

CONCLUSION

From the observations we made, it can be concluded that the use of certain learning models can help improve student learning outcomes and make students more active in the learning process. Therefore, teachers are expected to be able to choose methods, designs and learning plans that are tailored to students' interests and motivation.

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