



The Role of Teachers in Improving Students' Cognitive Learning Outcomes in Theme 8 Subtheme 2 in Class IV

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Abstract

This research explores the role of teachers in improving students' cognitive learning outcomes in theme 8 subtheme 2 in class IV B SD Negeri 13/I Muara Bulian. Conducted in the even semester of the 2018/2019 academic year with a qualitative phenomenological approach. The class IV B teacher was the data source using data collection techniques through observation, interviews and documentation. The research results show that teachers act as teachers with thorough preparation, managers who create conducive learning conditions, innovators who refresh learning activities, facilitators who provide support, and evaluators who provide feedback to students. Through interviews, observation and documentation activities, it has been proven that these roles contribute to improving students' cognitive learning outcomes in theme 8 subtheme 2.

Keywords: Cognitive Outcomes; Learners; Teacher's Role

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INTRODUCTION

Education is a process that is needed to increase and provide perfection in the development of an individual or community group. Learning activities do not only lie in providing knowledge and expertise by teachers to students, but also carry out activities that are able to provide and shape personality and awareness to students (Nurkholis, 2013: 25).

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 the skills needed by themselves, society, nation and state. Education is an activity that is able to grow and provide perfection in the development of an individual or a group of people. This activity is carried out to provide knowledge, skills and can form the character and personality of students.

Teachers are people who have very important duties and roles in the learning process, and teachers also have the responsibility to educate and guide students to reach maturity to achieve a good future, to become successful and responsible people in living well for themselves. as well as for other people (Dian, Arlinggasari, 2018: 17). According to Akhyak in his book, Profile of a Successful Educator, which explains that teachers are adults who become educational staff in guiding and educating students towards maturity, so that they have the ability and independence in facing life in this world and in the afterlife (Ibid., p. 53) .

According to Suparlan, teachers have roles and functions that are interrelated and cannot be

separated between the two, namely the ability to educate, guide, teach and train. These four abilities are integrative abilities, which cannot be separated from one another (Suparlan, 2005:25). Based on the opinions of several experts, it can be concluded that teachers are people who provide education and guidance to students so that students have knowledge and skills and can have good behavior in accordance with the provisions of society.

To find out how the teacher has achieved in carrying out learning activities, the teacher can carry out assessment activities on students after the learning has been completed. In the student assessment, there are three domains that will be used to assess learning outcomes, namely the cognitive (knowledge), affective (attitude) and psychomotor (skills) domains. The cognitive domain is an activity carried out with a mental (brain) scope, namely the ability to think, the ability to understand, the ability to memorize, the ability to apply, the ability to analyze, the ability to synthesize, and the ability to evaluate (In, Nurbudiyani. 2013: 89).

The cognitive domain has six levels of measurement, namely: knowledge, understanding, application, analysis, synthesis, and evaluation/assessment. Measurements in the cognitive domain aim to obtain and find out accurate information regarding the level of achievement of instructional goals by students, namely at the level of memorization, understanding, analysis, synthesis and evaluation. And the benefits obtained from measuring this cognitive domain are to improve and increase the results of students' cognitive assessments which include levels of memorization, understanding, application, analysis, synthesis and evaluation.

Based on Ministry of Education and Culture Regulation number 8 of 2016 which contains books used by educational units, every level of education must have and use guidebooks, both textbooks and non-textbooks, that are in accordance with Pancasila, the 1945 Constitution and the norms that apply in society. . Based on the results of initial observations in class IV B of SD Negeri 13/I Muara Bulian, namely with the class teacher, Mrs. E. In learning activities, the teacher has carried out his role. This can be seen from the role of teachers as teachers, managers, facilitators, innovators and evaluators of students. Then, it was also seen that students also carried out learning activities with enthusiasm. From the observations it was also seen that the students' learning outcomes in theme 8 subtheme 2 were good and satisfactory. It can be said to be good if students have been able to achieve the Minimum Completion Criteria set by the school.

The minimum completion criteria that have been set by the school are not the same for each subject, there are different provisions for each subject. The minimum completion criteria that have been set by the school are not the same for each subject, there are different provisions for each subject. each subject. The minimum completion criteria applied starts from 70-75. In observation activities, it was also seen that the teacher had used a learning guidebook which was in accordance with Ministry of Education and Culture regulation number 8 of 2016, namely regarding books used by educational units. Where teachers use teacher books and student books issued by the Ministry of Education and Culture in 2017.

The book used consists of 3 subthemes and each subtheme has 6 lessons and in the teacher's book you can also see what basic competencies students must achieve. In the book it is not only required that students be able to achieve cognitive abilities but also have to achieve appropriate attitudes and skills. So teachers must be able to convey all learning well. Based on this description, the researcher wants to conduct research with the title "The Role of Teachers in Improving Students' Cognitive Learning Outcomes in Theme 8 Subtheme 2 in Class IV B SD Negeri 13/I Muara Bulian".

RESEARCH METHODS

Research Design

The approach used in this study is a qualitative approach. Qualitative research is a data collection activity in a natural setting which has the aim of being able to interpret activities or phenomena that occur and the key research instrument is the researcher, using triangulation (combination) in data collection techniques, data analysis has an inductive/qualitative nature, as well as the results of qualitative research emphasize meaning (Albi, Anggito, & Johan, Setiawan. 2018: 8). Researchers carry out data collection

directly, taking and collecting data from the source. The data obtained is in the form of information described in words in sentences and images as findings, facts and found data. The approach used is carried out to examine the natural and sustainable condition of objects so that informative descriptive data is obtained.

In this research, researchers used a type of phenomenological research, namely research that provides an explanation of the experiences experienced by someone in their life, one of which is interactions with other people (Sudarwan, Damin. 2002:52). Become a researcher. using phenomenological research because the research is based on events related to the role of teachers in improving students' cognitive learning outcomes in theme 8 subtheme 2 in class IV B SD Negeri 13/I Muara Bulian.

Research Target/Subject

In this research, researchers have selected informants who are considered relevant to the objectives of the research, so that precise and accurate information can be obtained. This has been motivated by observations made regarding the role of teachers in improving the cognitive outcomes of students in class IV. The informant in this research is the class IV B teacher at SD Negeri 13/I Muara Bulian who has played his role in improving students' cognitive outcomes in theme 8 Subtheme 2.

Research Procedure

Research procedures are a series of steps taken by a researcher to carry out his research activities. The first stage is the Preparation Stage, where the researcher determines the research topic to be explored. Next, researchers collect information and look for valid sources to support the topic. The second stage is the Implementation Stage, where the researcher collects data from various sources regarding the research topic. The collected data is then processed, analyzed and concluded to produce significant findings. Finally, at the Completion Stage, the researcher compiles all the data that has been obtained and publishes it in the form of a research report. Thus, research procedures follow a series of well-organized steps, from preparation to completion, to achieve the stated research objectives.

Instruments, and Data Collection Techniques

Data collection techniques are activities carried out to obtain data from research. As a Human Instrument in this research, the researcher has a role as the instrument itself in the data collection process so that the data becomes saturated. The data collection techniques that researchers use are observation, interviews, and documentation. To be able to obtain data in this research, researchers divided the data into two types, namely primary data and secondary data. Primary data is data obtained from observations and interviews conducted directly by the researcher through interviews and observations with the homeroom teacher for class IV B at Negeri 13/I Muara Bulian Elementary School. Secondary data in this research was obtained from documentation on this research activity. The resource person in this research, namely the source of research data, is the class IV B teacher at SD Negeri 13/I Muara Bulian.

Data analysis technique

In qualitative research, the data analysis stage is carried out during data collection up to a certain time. Qualitative data analysis is carried out interactively and continues continuously until completion, and saturated data is obtained, so that the data and information obtained are the same and there are no differences. Miles and Huberman (Sugiyono, 2015:247) have stated that activities in qualitative data analysis are carried out interactively and carried out continuously until completion, so that the data obtained is saturated.

RESULTS AND DISCUSSION

The research was carried out at SD Negeri 13/I Muara Bulian. The research carried out is qualitative research which will describe the role of teachers in improving students' cognitive outcomes in theme 8 subtheme 2 in class IV B with the research question namely what is the role of teachers in

improving students' cognitive learning outcomes in theme 8 subtheme 2 in class IV B elementary school Negeri 13/I Muara Bulian? The data in this research was taken from interviews, observation and documentation.

Based on the results of observations made by the researcher in class IV B with the class teacher, Mrs. students to carry out literacy activities for 10 minutes and these literacy activities are carried out regularly by the teacher. To start learning activities, the teacher will link the learning that students have learned in order to continue to remind students of the learning that has been done.

Then the teacher will mention today's learning and will also convey the learning objectives that students must achieve. The teacher instructs the students to observe and open the student theme book that has been given, namely theme 8 subtheme 2. After the students read and observe the learning in the theme book, the teacher will then provide an explanation of the reading that the students have read. In providing material to students, teachers use learning resources from teacher books, student books, concrete objects from the students' environment, as well as understanding and knowledge that the teacher already has so that the material presented can be understood and understood by students.

Teachers also use various methods in learning activities, namely lecture methods, discussion methods, group methods, question and answer methods so that students do not feel bored in carrying out learning activities. The teacher also invites students to practice so that students do not get tired and bored of learning. To find out how much students understand the lesson material that has been carried out, the teacher carries out an assessment. This assessment can be carried out by giving assignments individually or in groups as well as tests. Students can be said to be successful and understand the subject matter if the students get the minimum score according to the specified KKM. The KKM used by teachers has been determined by the school and the KKM is different for each learning content. For example, in Indonesian language subject content with KKM 75, Mathematics with KKM 70, Science with KKM 70, Social Sciences with KKM 75, SBdP with KKM 75, and PPKn with KKM 75. If students get an appropriate score from the KKM or exceed the KKM then Students can be said to understand and understand the learning material. During the interview, the teacher also said that students could be said to have experienced an increase in cognitive outcomes in theme 8 sub-theme 2, this was proven by the results of students' achievement of the tasks given by the teacher.

The teacher has played the role of manager, where the teacher tries to create a calm learning atmosphere and can make students active in carrying out learning activities. This can be seen by the teacher asking several questions that can provoke students to express their opinions. The teacher also provides opportunities for students to read and understand the material they will study first so that students can answer several questions about the subject matter that the teacher will ask. Teachers also do not forget to provide reinforcement and conclusions from learning activities so that learning can be conveyed well and students can understand the learning material. This is done by teachers to improve students' cognitive outcomes, because students are not only always given information by the teacher, but students can first understand the learning material and then only be given reinforcement by the teacher.

This is in accordance with the theory presented by Norwati (2019), namely that teachers have a role in creating a good learning atmosphere for students. Teachers must be able to direct students to learn and understand their own learning, but after that the teacher must provide reinforcement of the material that students have understood. Teachers have played the role of innovators, where teachers strive to provide innovation to the learning carried out. The teacher can carry out this renewal by linking the life and environment of the students with the learning material carried out by the teacher. This can be done by teachers so that students can easily understand and understand the learning material because students have experienced or have felt something from the learning material they have carried out. This can certainly improve students' cognitive outcomes because students understand and experience directly the material being studied. This is in accordance with the theory presented by Norwati (2019) that teachers must be able to create innovations in the learning carried out by students, so that teachers are required to always learn to increase teachers' knowledge and skills in dealing with educational problems. And teachers must be able to direct students' interest and attention towards new knowledge.

The teacher has played the role of facilitator, where the teacher has provided facilities to students by providing learning material that is easy for students to understand, the teacher will use examples of real objects for students so that the material is understood well by students. Teachers will also provide other facilities that can support students to be more enthusiastic and understand the learning material. Teachers will also help students in resolving problems that occur between students, because teachers are parents for students at school. By providing these facilities by teachers to students, students' cognitive outcomes will certainly improve because teachers model learning directly so that it is easy for students to understand, teachers also have a role in solving students' problems.

Based on the theory according to Norwati (2019), namely regarding the role of the teacher as a facilitator, the teacher must be able to provide convenience in carrying out learning activities for students, this convenience can be in the form of providing good learning resources and tools, as well as being able to provide assistance to students in solving problems. The teacher has the role of evaluator, where the teacher is the person who assesses students, the assessment must be carried out objectively and comprehensively. One assessment that can be carried out by teachers is an assessment of the knowledge possessed by students. Assessments at the level of knowledge that can be carried out by teachers are assessments of activity, assignments, test scores, group assignments, homework assignments, and other assignments whether carried out orally or in writing. By assessing students' knowledge, teachers can of course measure how much students understand the learning material that has been provided. The role of the teacher as an evaluator can also be used as material or guidance for the teacher to make the next learning activity even better.

Based on the theory according to Norwati (2019), namely regarding the role of the teacher as an evaluator, the teacher must provide supervision and provide monitoring of the student's learning process and the learning outcomes that have been achieved by the student. Teachers must provide improvements to students' learning processes both individually, in groups and in classes.

CONCLUSION

Based on the results of research on the role of teachers in improving students' cognitive learning outcomes in theme 8 subtheme 2 in class IV B SD Negeri 13/I Muara Bulian, it can be concluded that the role of teachers is very vital in the learning process. Teachers have a role that is not only limited to teaching, but also as managers, innovators, facilitators and assessors. From the analysis in Chapter IV, there are five main roles of teachers that contribute to improving students' cognitive learning outcomes. First, the teacher acts as an instructor with readiness to understand and master the learning material, which influences the increase in students' understanding. Second, teachers act as managers who are able to create conducive learning conditions, influencing students' enthusiasm and comfort in learning. Third, teachers act as innovators with their ability to update learning methods and connect lesson material with the context of students' lives, which has a positive impact on improving cognitive learning outcomes. Fourth, the teacher acts as a facilitator in facilitating an interactive and collaborative learning process, enabling students to be actively involved in learning. Fifth, the teacher acts as an assessor who uses knowledge about students to measure their understanding of learning material. Thus, the teacher's overall role is key in achieving improvements in students' cognitive learning outcomes.

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