



The Use of Backpacker Learning Technique to Improve the Memorize and Students Learning Outcome on Materials of Comparing Natural and Social Condition of Neighboring Countries



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Abstract

Learning technique was an approach or the way to achieve every learning objectives and its indicators of each material. In this study, learning technique was used was backpacker technique which ultimately students were invited to know an area of interest or visiting to prepare many equipment like backpacker does. The issues are examined in this study, does backpacker learning techniques can improve the memory and learning outcome of students on the materials of "Comparing the natural and social conditions of neighboring countries." Later, the goal of this study is to give description of students' ability level to remember every learning journey during teaching and learning process through backpacker learning technique. The subjects of this study are students of Elementary School number 2 Pancor at sixth grade in Selong East Lombok Regency, West Nusa Tenggara province. The data sources was gathered by researcher based on teaching difficulties which was experienced by teacher during of teaching and learning activity. There were two techniques of collecting the data that is observation and testing technique. The observation was done during the learning activity by using observation sheet were made to be used as data collection device. Whereas the things are observed as follows: 1) Observation on lesson plan, 2) Observation of the learning process, and 3) Observation of learning result got by the student after teaching process. Besides that, the writer also use mechanical test at the end of learning activity by using booklet. There were two techniques of data analysis that is quantitative and qualitative. The data are obtained then categorized and classified based on logical relation analysis, then data are presented in actual and systematic in all problems and research activities. Finally, the result of this study by using backpack technique can improve students understanding of the materials on territory of a country by not making students bored and assumption that social leaning is subject of memorizing. By bringing them into his world are still in the period of the concrete, the students are even easier to understand the lesson.

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1. Introduction

Learning is an activity (process) of teaching and learning where there are two subjects called teacher and learner. The term of learner was used by the author which refers to pupils, learner object, or as another term of the student. The primary duty and responsibility of teacher or educator are to manage teaching process to be more effective, dynamic, efficient, and positive, which was characterized by the awareness and active engagement between the two subjects of teaching. The teacher as an early initiator, advisor, and counselor, whereas learner is the one who had been active to achieve self-change in teaching.

Social studies in Indonesia was generally directed to an effort to learn about social life based on the materials study such as; geography, sociology, anthropology, economics, governance, and history. Moreover, by learning these subjects was aimed to make students are able to develop their skill and basic skill which is useful for themselves to solve social problems in everyday life.

In fact, in the implementation of learning social studies has several problems such as; social subject has been thought as a easy lesson and get less attention by reason the students just have to read book, listen to the teacher's explanation, doing discussion, and after that the students are given task to be answered. With this activities, the students often feel bored with monotony activity and feel shackled or compelled to read or listen to the teacher's explanation about the subject matter.

Furthermore, we might often argue that students score at the social subject is not good and the lesson materials are too wide, it makes the students have less interested in this lesson. This situation becomes challenging for teachers to choose and find out learning model which can attract students' interest to the learning materials are conveyed.

Besides that, the teacher might need a lot of times to explain and describing the nature of a country, as well it might make students feel bored in learning and teaching process. So that, to memorize the natural characteristics of the country would be more difficult to be done one by one and the limitation of time for delivering the materials. The teacher is demanded to be professional particularly the way lesson materials is delivered by them to make students are able mastered it completely. This prompted the authors tried various methods and learning models which can be applied in teaching process to make students learning happily of materials to be taught, without any compulsion and they can remember the subject matter. From the fact was found, the author argues that it needs to improve student ability to mastering the materials by using backpacker learning technique. Further, the author is interested in using backpack learning technique as a solution of teaching problems in the classroom. Besides that, social materials are difficult to be memorized by the students because the materials of this lesson are large, dynamic character, the lack of supporting facilities and infrastructure, as well as less information both in school and at home.

Based on research findings and author's observation, to improving student memory and providing the information that they need, the teacher need to be a facilitator for them by providing design activities to be carried out in the learning and teaching process by using backpacker technique. Thus helping students to achieve the standard of the mastery of learning material was given through learning techniques are used. In fact, by using backpacker learning technique was made the students are more interested in participating in the learning process because it is adapt to their world and they are actively involved in it. In the meantime, the problem of research was focused on does backpacker technique can improve student memory and their learning outcomes of the materials to be taught of "Comparing the nature and social conditions of neighboring countries." Whereas, the objectives are expected of this research as follows a) to increase the thoroughness of learning social studies about "Comparing natural state and social condition of neighboring countries" in the sixth grade and b) to know the student learning outcome after backpacker technique was used by the teacher in teaching and learning process. Furthermore, the expectations of the research that this technique can be used as an optional or alternative technique in teaching learning materials of "comparing the nature and social conditions of neighboring countries" as well as motivation to create other learning techniques which might be more creative and interesting in teaching and learning process.

*Literature Studies**Cognitive development of elementary school children*

[Piaget in Vienna \(2008:262\)](#) was divided children cognitive development become four main periods which are correlated to the increasingly sophisticated with age:

- 1) Sensorimotor period (age 0-2 years), the baby is getting out of reflex sense action since early birth to the beginning of symbolic thought.
- 2) Pre-operational period (age of 2-7 years old), the children begin to describe the world with words and pictures which reflect the increase of symbolic thought and beyond intercourse sensor information and physical action.
- 3) Concrete operational period (age of 7-11 years old), Children can be queried logical thinking of concrete events and classify objects into different shapes.
- 4) Formal operational period (age 11 years old to adult), the adult is being able to think more abstract and logic.

Based on the classification, children in elementary level was categorized into the third period (concrete operational period) where the students have been thought to have the ability to understanding the process that occurs between the activities and they can understand the relationship between the two processes and the ability to identify objects that exist. So, at this period children are able to think concretely in understanding something as fact through their own experience. Related to the learning process, the e-learning feature plays an important role because learning is a process and not merely be seen from the results and its objective.

Learn is not only to remember, but it is rather to the process of experience. The results of learning are not only to mastering the exercise, but it refers to behavior change. This learning view was widely applied in curriculum 2004 and 2006. Here, the learners can actualize themselves in their own learning experience. [Vienna Sanjaya \(2008: 160\)](#) defines learning experience a series of activities to be done by getting information and new competence according to the objectives achieved.

In the social lesson, students are also expected to reach the indicators that have been planned. This is as a measure for behavioral change experienced by the learner. There are two views of education that is traditional and modern view. Traditional view sees learning is activity of reading and memorizing subject materials, while modern view argues that knowledge is still important, but it must pay attention to the process and its function in the lives of students, besides attention to the intellectual aspect, it also needs to focus on the terms of social, emotional, and so on. The modern view of education sees learning as behavioral changes in self-learners because of the experience and training.

By observing the children mental characteristics at this age, it can be seen that in the sixth grade of elementary level, children have started to know the facts, want flattered, critical and sometimes rebellious but still having the desire to play. This situation was inspiring the writer to use this learning technique as one way to delivery subject materials about "Comparing natural conditions and social object neighboring countries" in the sixth grade.

Along with technological development, the teacher is not the only as a learning source, bat also they must be creative to use this situation to bring the students into learning conditions through their own world. In this case we should bear our attention to the educational Systemic-Organic paradigm which stressed that formal education must have characteristics as follows: 1) Education is more emphasis on the learning process than the teaching, 2) Education is organized in one flexible structure; 3) Education treat students as person who has special characteristic and independence, and, 4) Education is a continuous process and always interacting with the environment.

Systemic-Organic paradigm was naturally required education as double tracks. It means, education process cannot be separated from the society development and their dynamics. Furthermore, one thing which needs to be considered of John Dewey philosophy who was greatly emphasized that one learning system means learning by doing (learning from experience).

By concerning on several characteristics of the children, consideration of education and the advantages of existing facilities at the school and their environment, the authors tried to combine those things into learning scenarios called Backpacker. It assumes like children are visiting a place then observing and documenting what they are observed in the area. Here, the writer is expected that children can learn from their own experience through the use of the things in their area, so that in their observing the students have memorization which guiding them to find experience and new knowledge about learning which was taught.

2. Materials and Methods

The subjects of this study are students of elementary school number 2 at fourth grade in Pancor, East Lombok Regency, West Nusa Tenggara province. This class was chosen because researcher discovering this problem here. The sources of data were obtained by the researcher based on the difficulties experienced by teachers during the teaching and learning process. The technique of collecting the data was used observing and testing technique. The observation process was made during the learning activities by using observation sheet are used data collection device.

Furthermore, the things are observed as follows: 1) Observing on lesson plans, 2) Observing of the learning process, and 3) Observation of the results found by students after the learning process, As well testing technique at the end of learning activities by using booklet. The technique of analyzing data through quantitative and qualitative method. The data were collected then categorized and classified based on the analysis of logical relation which was presented in actual and systematic of research activities. Furthermore, to analyze the data, the results of the author analysis was gradually presented based on its cycles that have been implemented, while procedure of data processing that is data selection, classification of the data, the percentage of data, and performance indicators.

3. Results and Discussions

3.1 Steps to the use of Backpacker media

1) Lesson plan

Before teaching and learning process, teacher has prepared everything which is related to the learning process such as;

- a) Syllabus (in the appendix)
- b) Lessons plan (in the appendix)
- c) Equipment and tools such as bag as another tool already prepared before learning implemented.

2) Learning process

In the use of *backpacker* technique, teacher and student have already prepared their equipment in the form of a backpack that they have created with their own creativity, scissor, paper, laptop (for those who have) and books that they can get in the school library.

During the social class, the teacher tells the student of the learning scenario that they would do to learn the materials, it aims to inform the students what they have to do in the learning process. In this scenario, the students seem to be brought visiting the countries and searching for all information which related to the country they are visiting. Here, they have been already divided into several groups. But, each student tried to find as much as information of the countries they visit as souvenirs for their friends and teachers. All the searching result then stored in a bag which they carry.

Furthermore, technical visiting by reading books, atlases, magazines, newspapers or print media and also by browsing on the internet (in the school of writer, there is internet network provided that it can be accessed by the students of the class), moreover to the school which has no internet network, the teacher can utilize books, atlases, newspapers / magazines or other print media which can be found by students in the surrounding environment. For example, see the picture.



Figure 1. Student Activities

The next steps, students noted all the information of the countries they were visited which then documented in any form they wanted. For example, in form of *print out*, copy from the book, or even in form of cutouts from newspapers or magazines. All results of the documentation then collected in a bag which made from old cardboard that has been modified to be backpack form. This reason to this technique called *backpacker* learning technique that means a backpack for all students results in their exploration is collected in their backpacks.

a) Research Results

Based on the learning process was done by using this technique, it was found that students were trying to find out as much as information of the countries they visit as story materials to be told in front of the class. Therefore, the bag of the students is containing such as Map, a list of the city that exist in the countries or continents which are visited, the nature appearance (natural or artificial), and social condition. Example for content at student of their bags as below.

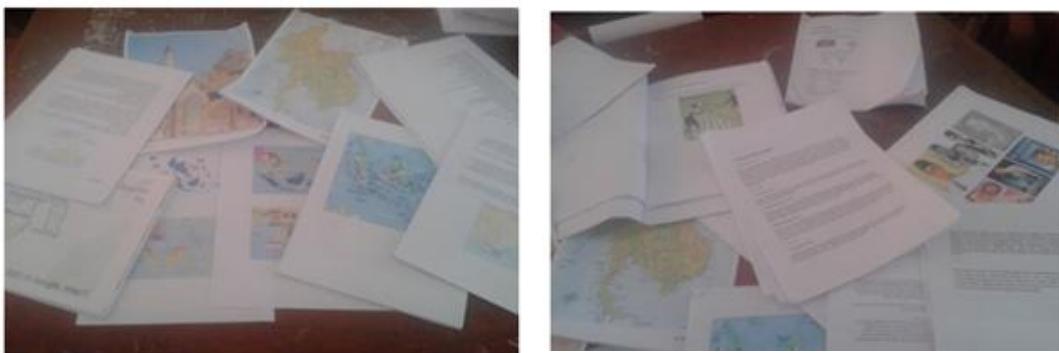


Figure 2. Content of Student Bags

b) Learning steps

In short, the learning steps can be summarized as follows:

After apperception, students are seated according to the group and prepare the things which needed before the lesson begins (the day before the lesson, teacher assigning the students to bring their own equipment such as textbook, magazine, newspaper, backpack, atlas and laptop for those who have)

Short information about work steps in the learning activities by using *backpacker* technique which includes:

- 1) Students are divided into members of their group to be assigned to visit the countries and collecting the data as much as possible.
- 2) All data was collected then inserted into the *backpack* of the group. After collecting the data, each group then presenting the result of their visit in front of the class, and if there are things that have not been mentioned, the other group added by displaying the data obtained by them. Asking questions of unclear things.
- 3) Lastly, by getting teacher guiding, students concluding the subject materials of natural features of the country.
- 4) The lesson closed with each group collecting their *backpack* to be placed on the display table, as a source of learning in the classroom. See the picture below:



Figure 3. A source of learning in the classroom

The main point of this learning technique is students will have freely feeling by the way they carry out searches each information, and in accordance with their world are still concrete then to see and find their own will more easy to understand and remember. Different from when they have to read the contents of a lesson on the materials by listening to the teacher explanation of textbooks and teachers' notes that sometimes makes them bored.

c) Evaluation

In this learning process there are two types of evaluation as follows:

- a. The evaluation process was done at the time when students are visiting and presenting their result.
- b. Evaluation results:
 - 1] The evaluation which conducted on the results of a student visiting activity that is what material that can be collected in their bag.
 - 2] The evaluation of the learning results was obtained through the learning materials evaluation on the lesson.

3.2 Description of Learning Outcomes

Through the use of *backpacker* technique, the teacher can improve the student outcome on learning this material. Without feeling unburdened, even it will create a desire to be the first of collecting the information. Through this technique, the students also are quick can receive information of the things are related to the learning materials.

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1) Analysis of Learning Outcomes

Based on the evaluation was done on the learning materials of this subject, the learning outcomes have increased several percents by using this technique.

a) Cycle I

According to the analysis and students achievement on the learning materials of the cycle I, it is known that the score of the students as follows:

Table 1
Analysis and students achievement of cycle I

Lowest score	45
Highest score	100
Average score	55
Learning result	40%

This score got because media for delivering learning materials is less able to attract student interest to learn on their own. Thus, learning at pre-cycle is necessary to repairs the learning process.

b) Cycle II

Based on the analysis and students achievement on the learning materials of cycle II, it shows that the score was achieved by students are as follows:

Table 2
Analysis and students achievement of cycle II

Lowest score	50
Highest score	100
Average score	85
Learning result	95%

The table above shows that there is increasing score about 37.04% by comparing with a score in the cycle I, this is due to the remedial learning by giving prerequisite materials and the understanding of peer tutors in the discussion. But there is still one student who scored under the standard that is 50 which was affected by other factors, so the students need individual guidance in order to get the minimum standard.

4. Conclusion

By using backpacker technique makes the students more quickly to understanding the materials which delivered of introducing country by means not making students bored and assume that social lesson is not only to memorize. By bringing them into their world would make the students are easier to understand the lesson.

Suggestions

Hopefully, this learning technique can widely be used as an alternative method in the daily learning process in the classroom. Furthermore, it was also hopefully can create a better learning method of education in our country.

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Statement of authorship

The author(s) have a responsibility for the conception and design of the study. The author(s) have approved the final article.

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Biography of Author



Rohimah was born in Kalijaga village on August 23, 1972. She has finished elementary to the junior school in her village. Then she continuing her senior high school level in the School of Teacher Education Mataram. After that, she got diploma degree in Faculty of teacher training and education at Udayana University in Denpasar, whereas her bachelor degree has completed at the University of Muhammadiyah Mataram. Besides as teacher, she has also continued her studies at master study program of Sastra Indonesia dan Pendidikan Bahasa at Mataram University. Now, she is principal at SDN 2 Pancor. She is also has participated in various activities of writing, training, and seminars of local, national, and international.

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