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APPLICATION OF EXPLICIT INSTRUCTION LEARNING MODELS TO IMPROVE STUDENTS 'UNDERSTANDING OF HISTORICAL LESSONS

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ABSTRACT
Results of the study showed p exist learning teacher, students in cycle 1 in learning by using learning model for explicit instruction has not done well. Likewise, students 'understanding is , of course , it can be said that students' understanding is still low with an average of 60% or not yet reaching the 80% performance indicator according to the minimum completeness standard. As for the understanding of student learning in explaining there were 16 students or 64% showed a good category, then, for students' understanding in understanding the material there were 17 students or 68% indicated a good category, for students' understanding of learning in concluding that there were 18 students or 72% indicated a good category . This action will then proceed to the next cycle. In cycle II students' understanding of learning in explaining there are 22 people or 84% of students understand well, then, for student learning understanding in understanding the material there are 21 people or 84% of students understand well, for understanding student learning in concluding there are 22 students or 88% of students concluded well .

KEYWORDS: Students' Understanding, Learning Model of the Explisite Instruction

INTRODUCTION

Should pay attention to the implementation of learning scenarios that meet the elements of student involvement, varied learning activities, and involvement of learning resources as a whole. Given that students have a large enough role in the success of the teaching and learning process, they are required to play an active role in the teaching and learning process of history subjects. Each learning history, have formed the notion that the greatest among schools that lesson of history is identical with the teaching of reading, storytelling and memorize, memorize both years, memorizing place and memorize the others. Usually the teacher uses the lecture method from the beginning to the end of learning in teaching history, so that students often feel bored and are not interested in history lessons, because the children's activities here only listen to the explanation from the teacher. Of course, every use of learning models, especially history subjects, is expected to provide something new, different and always attract students, be active, and creative, and each learner must generate activeness for students to produce something or be able to solve a problem

This then provides a separate motivation for the author to conduct research with the formulation of the title " Application of the Learning Model of Explicit Instruction to improve students' understanding of History Subjects " .

LITERATURE REVIEW

According to Trianto (2011: 22) states that "every learning model directs us into designing learning to help students in such a way that learning objectives are achieved". Referring to this, the development of learning models continues to change from traditional models to more modern ones. The learning model serves to provide a neatly structured learning situation to provide an activity for students to achieve learning objectives. Arends (in Trianto, 2011: 25), selects six models that are often and practically used in teaching, namely: presentations, direct teaching, concept teaching, cooperative learning, problem based teaching, and class discussions. There is no one learning model that is the best among the others, because each learning model

can be felt good, if it has been tested to teach certain subject matter. Therefore, from several existing learning models it is necessary to select which learning model is the best for teaching a certain material.

The Explicit Instruction model is a teaching approach that can assist students in learning basic skills and obtaining information that can be taught step by step. This teaching approach is often called the Direct Teaching Model. According to Arends (in Trianto, 2011: 41) the Explicit Instruction Model is a teaching approach specifically designed for student learning processes related to declarative knowledge and well-structured procedural knowledge that can be taught with a gradual pattern of activities .

Explicit Intruction (direct teaching) is an approach designed to develop student learning about procedural knowledge and declarative knowledge that can be taught in a step-by-step pattern (Suyatno, 2009: 127). Based on the description above, it can be concluded that the Explicit Intruction model is an approach or learning model designed to develop student learning about procedural knowledge and declarative knowledge so that students can understand and really know knowledge thoroughly and actively in a learning pattern. step by step

In the implementation of the model Explicit instruction (EI) may take the form of lectures, demonstrations, training or practice, and teamwork. It is used to convey lessons that are transformed directly by the teacher to students. According to Kardi (in Uno, et al, 2012: 118). In this regard, in its application the preparation of time used to achieve learning objectives must be as efficient as possible, so that teachers can design appropriately, the time used. From this description, a teacher must understand the steps or syntax of the model.

Suprijono (2010: 130) states that there are several stages or steps in direct teaching (Explicit Intruction), including: (1) conveying objectives and preparing students, (2) demonstrating knowledge and skills, (3) guiding training, (4) checking understanding and providing feedback, and (5) providing opportunities for further practice. according to Sardiman AM (2007: 42), this understanding cannot be separated from other psychological elements. With motivation, concentration and reaction, learning subjects can develop facts, ideas or skills. He reminded that understanding is not just knowing, but also requires the subject of learning to make use of the material that has been understood. If so, learning will be basic. Furthermore, according to Sardiman (2007: 43), understanding the meaning, capturing the meaning, is the ultimate goal of every study. Understanding has a very basic meaning that puts learning parts in proportion.

According to Moh. Uzer (2005: 34) instructional objectives are generally grouped into three categories, namely: "Cognitive, affective and psychomotor domains. The connitive domain includes goals related to memory (recall), knowledge, and intellectual abilities. The affective domain includes goals related to changes in attitudes, values, feelings, and interests. The psychomotor domain includes goals related to manipulation and mobility ".

This classification of objectives allows students to gain understanding from teaching and learning activities. This is based on the assumption that student understanding can be seen from learning outcomes and student behavior, so this also provides guidance for teachers in determining learning objectives in the form of understanding expected from within students.

Uzer (2005: 35) classifies learning objectives in relation to the taxonomy of students' level of understanding as follows. The cognitive objective domain consists of six parts, namely: (1) the ability to recognize and remember the material that has been studied; (2) the ability to understand the meaning of the material; (3) the ability to use or apply the material that has been studied; (4) the ability to describe the material and be able to understand the relationship between one part and another; (5) ability to combine concepts; (6) the ability to give consideration to material values for a specific purpose. The affective goal domain is divided into: (1) the ability to pay attention and respond, (2) attitudes and appreciation such as: accept, reject, or ignore what is learned, (3) unification of values, (4) refers to the character and personality of students .

The domain of psychomotor objectives is divided into: (1) responding similar to what is observed, (2) students displaying something according to instructions, (3) responses are more corrected and errors are limited to a minimum level, (4) articulating a a series of movements by making the right sequence as expected, and (5) natural behavior, demanding the behavior shown.

The understanding achieved by students in learning is closely related to the formulation of instructional goals that the teacher had planned before. This is also influenced by the ability of the teacher as a designer for teaching and learning.

RESEARCH METHODS

This research is a Class Room Action Research which was conducted for two cycles. The action taken is the application of an explicit instruction learning model with the stages of planning, implementing actions, observing, and reflecting. The location of this research was carried out in Class X SMAN 3 Gorontalo City , starting with preliminary observations then followed by two cycles to be carried out on, where for each cycle two actions were given, namely cycle I and cycle II. With data collection carried out at the second meeting.

The implementation of classroom action research includes submitting a data collection proposal to the preparation of a research report which is planned to last for 3 months, starting from September until December 2020. The research procedure consists of the planning stage, the implementation stage, the monitoring and evaluation stage as well as the analysis and reflection stage. The data in this classroom action research used several data collection instruments consisting of observation, interviews, tests and documentation. Data analysis was carried out qualitatively and quantitatively at the end of the learning cycle. The data analyzed included observations of teacher activities and student activities as well as data on student learning outcomes.

RESEARCH RESULTS AND DISCUSSION

The process of planning learning activities using the explicit instruction learning model to improve students' understanding of learning is carried out in 2 cycles through 4 stages, namely: planning, implementation, observation and reflection stages.

In the first cycle, the researcher made a systematic plan that was adjusted to the activities that the learning process would carry out effectively and efficiently. At this stage, there are no problems with the formulation of action plans (RPPs). Schedule of meeting hours according to the needs of the implementation of learning. In teacher teaching and learning activities, the results obtained in the first cycle, of the 24 observed aspects, only 1 4 or 58.3 % were implemented, then 10 aspects or 41.7 % were not implemented. In cycle 2 it was carried out by the teacher totaling 83.33 carried out by the teacher in learning, then 4 or 16.67 % had not been implemented by the teacher. The following is a graph of the histogram of teacher teaching and learning activities in cycles I and II.

Student activities in cycle 1 in learning using the explicit instruction learning model have not been implemented properly. Similarly, students' understanding of them, of course it can be said the understanding of students is still low with an average of 60% or yet to reach the indicators of performance 80% according to the standard minimum completeness. As for the understanding of student learning based on the aspect of explaining there are 16 students or 64% indicating a good category , then, for student understanding based on the aspect of understanding there are 17 students or 68% indicating a good category, for understanding student learning based on the concluding aspect there are 18 people students or 72% indicated a good category . This action will then proceed to the next cycle .

The advantages of cycle II are that students look very enthusiastic and there are no students who cheat, besides that students are more confident in the learning given by the teacher at the last season, and learning runs according to the lesson plans made by the student teacher more mastery of the learning presented. While students' understanding in cycle 2 obtained , student understanding based on the aspect of explaining there were 21 people or 84% of students understood well , furthermore, for student understanding based on the aspect of understanding there were 21 people or 84% of students understood well, for student learning understanding based on the concluding aspect there are 22 students or 88% of students understand well . Surely it can be said students already have an understanding of learning with an average of 88% or has reached performance indicators 80% se custom standard minimum completeness.

Based on the results achieved in the implementation of classroom action research above, the hypothesis which states " If in the history subject the teacher uses the explicit instruction learning model , the students' understanding increases , it is proven and acceptable.

CONCLUSION

Based on the results of the research that has been implemented, it can be concluded that the following matters are: There are teacher teaching and learning activities, student activities in cycle 1 in learning using the explicit instruction learning model have not been implemented properly. Likewise, students 'understanding is, of

course, it can be said that students' understanding is still low with an average of 60% or have not reached the 80% performance indicator according to the minimum completeness standards . As for the understanding of student learning in explaining there are 16 students or 64% indicating a good category , then, for student learning understanding in understanding the material there are 17 students or 68% indicating a good category, for students' understanding of learning in concluding there are 18 students or 72% indicated a good category This action will then proceed to the next cycle. The advantages of cycle II are that students look very enthusiastic and there are no students who cheat, besides that students are more confident in the learning given by the teacher at the last season, and learning runs according to the lesson plans made by the student teacher more mastery of the learning presented. While students 'understanding in cycle 2 obtained , students' understanding in explaining there were 22 people or 84% of students understood well , furthermore, for students 'understanding in understanding the material there were 21 people or 84% of students understood well, for students' understanding of learning in concluded that there were 22 students or 88% of students concluded well. Of course, it can be said that students have an understanding of learning with an average of 88% or have reached a performance indicator of 80% according to the minimum completeness standards .

SUGGESTION

From the results of this classroom action research, things can be carried out as follows :

1. Teachers should be more active in using the explicit instruction learning model in other subjects, especially other subjects so that students do not become bored in learning.
2. As a follow-up to the application, during the learning process it is expected that the teacher will better supervise and control students and guide students, especially in direct learning.

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