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Increasing Student Learning Concentration On Thematic Learning Through The PAIKEM Learning Model

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Abstract

The purpose of this research is to increase the concentration of students' learning in thematic learning by applying the PAIKEM learning model in class V SDIT Al- Muchtar Bekasi. This research is limited to the application of the PAIKEM learning model in increasing student learning concentration thematic lessons. This research is a Classroom Action Research (CAR) which was carried out in 3 cycles. Each cycle will use the PAIKEM learning model. The results of the study concluded that is was successful if there was an increase in students' learning concentration reaching 80% already hadlearning concentration. The following are the results: the first cycle the percentage of student learning concentration 59%, the second cycle the percentage of student learning outcomes is 74%, the third cycle the concentration of student learning outcomes is 89%, it is seen that there is an increase in student learning concentration thematic lessons, therefore the application of the PAIKEM learning model can increase learning concentration fifth grade students of SDIT Al- Muchtar Bekasi.

Keywords: paikem, learning model, learning concentration.

1 INTRODUCTION

Education is something that is very important for everyone to implement. Because education is a conscious and planned effort in the learning process carried out by humans to change themselves for the better. Education is needed to support the potential and development of individuals to be improved to be beneficial for their lives. This potential and development can be carried out with the learning process.

Learning concentration is the concentration of the mind on an object or action in the learning process and is not affected by various things that can reduce the concentration of that learning. Learning concentration is very important because it can affect student learning outcomes. when the student's concentration is good, the learning outcomes will also be good and vice versa if the student's learning concentration is new, the results obtained are also bad.

In October 2021 researchers carried out observations in class V of SDIT Al- Muchtar. The results of observations carried out by researchers in class V of SDIT Al- Muchtar Bekasi were that 44% of students experienced a decrease in concentration. This can be characterized by students chatting, playing alone, not paying attention to the teacher, not answering when asked, students are not interested in the material presented, students feel bored, and some are not in their seats during the learning process. Therefore, researchers state that the level of student concentration is relatively low.

The low concentration experienced by students based on the results of observations is seen in terms of students as follows: 1) most students do not pay attention to the subject matter, 2) most students do not respond to the material taught with limb movements in accordance with the teacher's instructions, 3) some students are unable to apply the knowledge gained, 4) most students are unable to express ideas of opinion, 5) most

students do not have the readiness of knowledge that can be used when needed, 6) some students are not interested in the subject being studied, and 7) some students feel bored about the learning process that goes through. this is the cause of the low concentration of student learning.

The effort that has been made by teachers to improve student learning concentration is to use question and answer learning methods or discussions to attract students' attention to be focused on learning. However, the result obtained is that students are tense because they are afraid of being asked by the teacher which results in poor learning. The teacher should use a learning method or model that can improve the student's learning concentration. Therefore the author recommends applying the PAIKEM learning model to improve student concentration.

The PAIKEM learning model can make the learning atmosphere more lively and can increase student learning concentration because in its use this model applies active, innovative, creative, effective, and fun learning. Learners without using the right learning models or methods can have an impact on student concentration, students can have difficulty understanding the material taught by the teacher. as a result, student learning outcomes are not optimal, therefore researchers will use the PAIKEM learning model to improve student learning concentration.

The PAIKEM learning model stands for Active, Innovative, Creative, Effective and Fun Learning Mukhammad Bakhruddin et al., n.d. (2021). Director General of Education, states that PAIKEM is a learning model that allows students to carry out diverse learning activities or processes to develop skills, attitudes and understanding of various learning resources and tools so that learning is more interesting, fun and effective, Sonang Siregar et al. (2017).

The advantages of the PAIKEM learning model are as follows: The advantages for students are being able to focus more on the learning process, eliminating pseudo-boundaries between parts of the curriculum and providing an integrative learning process approach, stimulating independent discovery and investigation, increasing student appreciation and understanding. The advantages for teachers are the availability of more time for learning, the relationship between subjects can be taught logically and naturally, can use various learning resources, teachers can help student activities in learning, and increase cooperation and collaboration, Ibadullah Malawi & Ani Kardawati, (2017) In using a learning model in addition to having advantages, the learning model also has disadvantages.

The weakness of the PAIKEM learning model is that teachers must have broad insight, high creativity, be confident, and master the material well; students are required to have good comprehension skills; requires considerable and varied reading materials and adequate equipment; the curriculum must be flexible, oriented towards the completeness of understanding not the achievement of the material; requires a thorough assessment, Imelda Saluza, (2015).

By referring to the things above, the researcher will apply the PAIKEM learning model which aims to increase student learning concentration in thematic learning in class V of SDIT Al- Muchtar Bekasi.

2 RESEARCH METHODS

This type of research is Classroom Action Research (PTK) using John Elliot's reference which uses the PAIKEM learning model. Carried out cyclically, from cycle I to cycle III. The subjects in this study were teachers and students in class V of SDIT Al- Muchtar Bekasi.

Research Subjects

According to Hopkins, PTK research is carried out by researchers by making teachers and students the object of research, Maisarah (2020). The subjects of this study were students in class V of SDIT Al- Muchtar as many as 27 people and class teachers. This class action

research refers to John Elliot's four asfects namely planning, implementation, observation, and reflection. The research time is from April to June 2022.

Data Collection Techniques

data collection techniques in this study are observation sheets, interview sheets, and documentation. According to Wiliam Wiersma, triangulation in credibility testing is defined as checking data from various sources in various ways, and various times Sugiono (2020). Validation used in the study used source triangulation techniques to test the credibility of the data. The data obtained by observation or observation and interview will be described, if the data results are the same between the observation results and the interview, it means that the data can be trusted or credible.

Data Analysis Techniques

The data analysis used is qualitative data analysis based on Miles and Huberman's technique, namely by using three activity flows, namely: data reduction, data presentation, and conclusions (Banindra Yudha, n.d.). Data reduction reduction means summarizing, choosing and sorting out the main things, focusing on the things that are important, looking for patterns and themes. Thus the data that has been reduced will provide a clearer picture, and make it easier for researchers to carry out subsequent data collection, and search when needed. The presentation of the data after the data is reduced, then the next step is the presentation of the data. With the presentation of data, it will make it easier to understand what is happening, plan the next work based on what has been understood. Verification or conclusion, the final stage is the drawing of conclusions or verification. The initial conclusions will not change if they are supported by valid and consistent evidence as the researcher returns to the field to collect data, then the conclusions put forward are credible conclusions. Thus the conclusions in qualitative research may be able to answer the formulation of the problem that has been formulated from the beginning.

Data Analysis

The data analysis used is qualitative data analysis based on Miles and Huberman's technique, namely by using three activity flows, namely: data reduction, data presentation, and conclusions. By using source triangulation techniques to test the credibility of the data. According to Wiliam Wiersma, triangulation in credibility testing is defined as checking data from various sources in various ways, and various times, Sugiono (2020). The data obtained by observation and interview will be described, if the data results are the same between the observation results and the interview, it means that the data can be trusted or credible. Data from the results of observations that have been analyzed will be calculated the scores of each study subject. The score will be calculated using the Guttman Scale, which is by using the "Yes or No" affirmative answer type. Furthermore, it will be categorized into predetermined categories.

Each item of the concentration indicator obtains a score of 1, if the indicator is owned by the student and a score of 0 if the concentration indicator is not owned by the student. After the scoring has been passed, then the success of the action is known from the percentage of the student's score.

The final result of the percentage will be classified into four categories, namely: very low, low, medium, and high with each interval, Azizan Sulis Nur (2015) as follows:

Table 1. Learning Concentration Level Category

No	Interval or Limit	Categories
1	0-25%	Very low
2	26-50%	Low
3	51-75%	Keep
4	76-100%	Tall

Success Indicators

The success criterion in this study is that student learning concentration is said to be successful if 80% of students have had a high learning concentration whose data is in accordance with the student's learning concentration observation sheet.

3 RESULT AND DISCUSSION

The increase in student learning concentration was obtained based on data that had been obtained during research by means of observation and interviews. The results of the study can illustrate the increase in student learning concentration in each cycle.

From the research that has been carried out, researchers obtained an increase in learning concentration in each cycle, namely cycles I, II, and III. The improvement is explained as follows: in cycle I students seem to pay less attention to learning, there are still many students who have not been able to answer questions from the teacher, there are still students who move without direction from the teacher, and the final result is not good because there are still many students who incorrectly answer the teacher's questions. In cycle II, there are still students who have not concentrated optimally, lack of laughter during learning, and student enthusiasm is still lacking but has been better than cycle I and there is an increase in attention to learning by characterized by students responding to questions given by the teacher and paying attention when the teacher is presenting the material. Because there are still shortcomings in cycle II, cycle III is held. The results of this third cycle have increased compared to cycle II marked by good acceptance of the material, students are able to give opinions, and students answer questions given by the teacher besides that the learning process runs conducively accompanied by the sound of student laughter.

The increase that occurs in each cycle is due to teachers using the PAIKEM learning model. Quoted from Shobikhah (2018) Learning PAIKEM stands for Active, Innovative, Creative, Effective, and Fun Learning. The difficulty of children concentrating in learning is partly due to the teacher's teaching which is less interesting and boring. Therefore, learning using the PAIKEM learning model can increase student learning concentration because it uses various methods and various sources, this is in accordance with ulfa's opinion that every teacher is expected to be able to create learning conditions that challenge creativity, student activities, motivate students, use multimedia, various methods, and various sources to achieve learning goals, Salamah Tanjung & Husein, (2022).

The notion of concentration can be interpreted as the ability to focus attention for a long period of time. Olivia Femi (2010) argues that the concentration of learning is the concentration of attention on the subject matter studied. In accordance with the opinion of Slameto (2019) said that learning concentration is an activity in order to focus attention on the material studied. Therefore, attention has an important role in learning activities, given that the importance of concentration for students, researchers take actions in the form of applying the PAIKEM learning model for thematic subjects (Penelitian et al., n.d.).

Uninteresting learning will make students less interested in the lesson and as a result students experience a decrease in concentration. quoted from Khotimah et al. (2020) that uninteresting learning will make students get bored quickly as a result of which students experience a decrease in concentration during the learning process. The PAIKEM approach is an active, innovative, creative, effective, and fun learning is an approach that can be applied in the learning process and can make students to optimize the development of knowledge and attitudes by focusing on active learning with the support of teachers combining various sources together with certain methods and various teaching media such as the use of surrounding media, Ni Made Elpina Rianti & Ketut Dibia (2020). When learning in the classroom can attract the attention of students, students will be more pokus when the learning process takes place. This can happen when teachers are able to apply a learning model well, one of which is using the PAIKEM learning model. By using the PAIKEM

learning model, teachers can use various learning media and can combine various methods so that the classroom atmosphere becomes pleasant but the goals to be achieved are still achieved.

In the first cycle the teacher explains the material by using only the medium of the package book. It can be seen that students have not fully paid attention to the explanation from the teacher because there are still students who play around, walk here and there, and do not focus on the learning material. After the teacher explains the material, the teacher and students then carry out question and answer activities according to the meter that has been submitted by the teacher provided that the teacher will give additional points to students who answer correctly and will deduct points to students who answer incorrectly.

In each meeting, students will learn using the PAIKEM learning model where in this meeting, namely cycle I, the teacher uses package book media and the question and answer method by giving additional points for those who answer correctly. When the learning process takes place there are still students who do not concentrate. There are still many students whose answers are not appropriate, students still answer hesitantly and the knowledge possessed cannot be used properly.

The results of observations show that the percentage of student learning concentration is 59%. The implementation of actions in the first cycle experienced several obstacles, both in terms of the implementation of actions by teachers and student activities which caused a low concentration of student learning. Some of these shortcomings include: there are still students who lack concentration, lack of media used, and do not sing the national compulsory song after and before learning. These deficiencies will be used as the basis for planning actions in cycle II.

In cycle II, changes are made in the way of teaching when learning activities take place. In this cycle, the teacher uses media other than package books such as image media according to the material to be taught to students. The learning process is almost the same as that carried out in cycle I which is different only the use of image media in cycle II. With the use of image media, the addition of points when using the question-and-answer method can increase the student's learning concentration. The image media can provide an overview to students according to the material studied. When the teacher asked many students were able to answer correctly and only two students whose answers were not quite right.

In cycle II, the percentage of observation results of student learning concentrations reached 74%. This means that the results to be achieved have not been achieved and still need some improvement. However, in this cycle, there has been an increase in student learning concentration, from 59% to 74%. The drawback in this second cycle is that there are still students who have not concentrated optimally. Therefore, the next cycle will be carried out to correct the deficiencies that exist in cycle II, namely cycle III.

In the learning activities in cycle III, many students can answer questions from the teacher with the correct answers even though there are still students who answer questions with incomplete answers. All students who were given questions immediately responded to the teacher even though the answers that the students gave were not all correct. This indicates a better student response compared to the previous cycle, namely cycle II, and students are able to give their opinions clearly, student movements in accordance with the teacher's orders, a conducive atmosphere, and good acceptance of the material.

The results of the observation of student learning concentration in cycle III increased from 74% to 89%. The percentage that has been obtained through observation has reached a high category of 89%. This shows that the percentage obtained through observation has reached success indicators, so the actions in this study are stopped.

So, the application of the PAIKEM learning model can increase student learning concentration. This is reinforced by previous research using the PAIKEM approach conducted by Ni Made Elpina Rianti and Ketut Dibia assisted by Brain Gym, and research conducted by Pariang Sonang Siregar and friends who adopted the PAIKEM approach.

Table 2. Increased Student Learning Concentration

NO	CYCLE	PERCENTAGE	NO	CYCLE	PERCENTAGE
1	PRE CYCLE	44%	3	CYCLE 2	74%
2	CYCLE I	59%	4	CYCLE 3	89%

Table 2 shows that the increase in student learning concentration from pre-cycle to cycle III has always experienced an increase in student learning concentration from what initially only had a percentage of 44% to 89%.

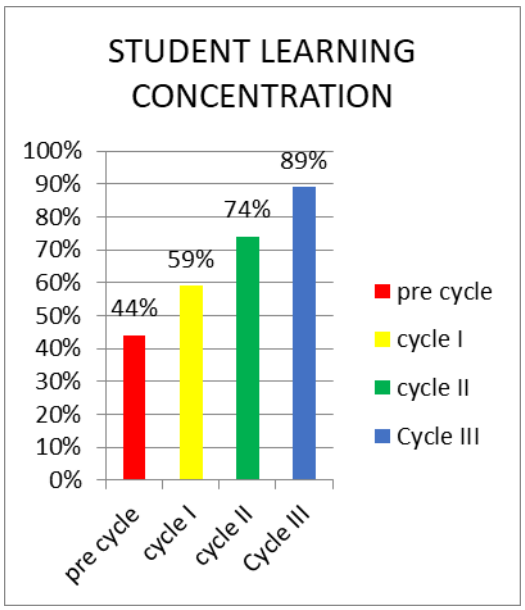

Figure 1. Bar Chart

Based on the picture above, it can be seen that each cycle carried out increases the student's learning concentration. This is based on an increase in the percentage from what was originally only 44% to 89%.

$$percentage = \frac{number\ of\ scores\ obtained}{ideal\ score} x100\% \qquad (1)$$

By using the equation formula *(1)* the results of the percentage of learning concentration in each cycle are obtained according to Table 2. Increased Student Learning Concentration. Increased Student Learning Concentration, it can be implemented using Figure 1. Bar Chart.

3 CONCLUSION

Based on the results of the study, it can be concluded that the application of the PAIKEM learning model can increase students' learning concentration in thematic subjects of class V SDIT Al- Muchtar Bekasi. The application of the PAIKEM learning model can increase student learning concentration because when the learning process takes place the teacher combines the question and answer method with games and the teacher provides learning media, namely the image media used when explaining the material. Therefore, it is hoped that educators will apply the PAIKEM learning model in the classroom so that they can find out the consequences of applying the PAIKEM learning model.

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