

Efforts to Improve Learning Outcomes of Elementary Students Through the Application of True or False Learning Strategy Methods

Wang Qiyun¹, Suci Amalia²

National Institute of Education, Nanyang Technological University, Singapore¹
Universitas Islam Negeri Sumatera Utara Medan, Indonesia²

Email: qiyun.wang@nie.edu.sg¹, suciamalia890@gmail.com²

Abstract: *The application of the right and wrong question and answer strategy has an effect on student learning outcomes in the subject so that it is known that there is an effect of the right and wrong question and answer strategy on student learning outcomes during the learning process. This is because during the learning process the teacher is still fixated on conventional learning or the lecture method. The purpose of this study was to find out the results of applying true or false learning strategies to elementary school-age children. This study used a qualitative research method with a descriptive approach. The results of the study: (1) children can actively participate in learning using the true or false learning method (2) children can add new experiences using the true or false learning process.*

Keywords: *Learning Outcomes, Learning Strategies, True or False.*

Abstrak: Penerapan strategi tanya jawab benar salah berpengaruh terhadap hasil belajar siswa pada mata pelajaran sehingga diketahui ada pengaruh penerapan strategi tanya jawaan benar salah terhadap hasil belajar siswa selama proses pembelajaran berlangsung. Hal ini dikarenakan selama proses pembelajaran guru masih terpaku pada pembelajaran konvensional atau metode ceramah. Tujuan dilakukan penelitian ini adalah untuk mengetahui hasil dari penerapan strategi pembelajaran *true or false* kepada anak usia sekolah dasar. Penelitian ini menggunakan metode penelitian kualitatif dengan pendekatan deskriptif. Adapun hasil penelitian: (1) anak dapat aktif mengikuti pembelajaran dengan menggunakan metode pembelajaran *true or false* (2) anak dapat menambah pengalaman baru dengan menggunakan proses belajar *true or false*.

Kata Kunci: *Hasil Belajar, Strategi Pembelajaran, True or False.*

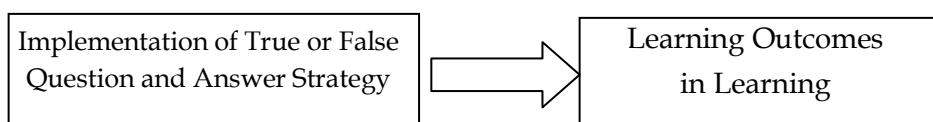
INTRODUCTION

The application of a true or false question and answer strategy affects student learning outcomes in subjects, so it is known that there is an effect of applying a true or false question and answer strategy on student learning outcomes during the learning process (Juremi, 2016). This is because during the learning process the teacher is still focused on conventional learning or lecture methods (Khoiru, 2011).

Various efforts have been made by the government to improve the quality of education in Indonesia in accordance with national education goals. One of the efforts made is to improve the quality of learning (Hamalik, 2011).

To improve the quality of learning, the government determines the implementation standards of education as outlined in the ministerial regulation of education and culture number 65 of 2013 concerning standard processes for primary and secondary education, which states that: "*the learning process in education units is carried out in an interactive, inspiring, fun, challenging, motivating students to participate actively, as well as providing sufficient space for initiative, creativity, and independence in accordance with the talents, interests, and physical and psychological development of students. For each educational unit, the learning plan is carried out, as well as the assessment of the learning process to increase the efficiency and effectiveness of achieving graduate competencies*".

The learning process is a series of learning activities designed with the aim of providing learning experiences to students in order to achieve the desired learning goals (Hasanah, 2013). The learning process can provide students with basic skills to prepare for their future life (Nurbaity, *et.al.*, 2006). As a reference in conducting research is the application of a true or false question and answer strategy on learning outcomes in learning:



Scheme 1. Research Flow Framework.

Application is an act of practicing a theory, method, and other things to achieve certain goals and for an interest desired by a group or class that has been planned and arranged beforehand (Purwanto, 2019). Strategy is an overall approach related to the implementation of ideas, planning and execution of an activity within a certain period of time to achieve a goal (Slameto, 2013).

True or false question and answer is an active learning strategy that stimulates student involvement in teacher learning. This strategy is a collaborative activity that can invite students to engage in learning (Mulyono, 2012). This strategy is a learning strategy that can be used by teachers to change

the learning atmosphere in the classroom to be more fun, so that students feel more interested in learning. The success or failure of achieving educational goals depends on how the learning experienced by students (Jihad & Haris, 2017).

Learning outcomes are changes that occur in students, both concerning cognitive, affective, and psychomotor aspects as a result of learning activities (Djamarah, 2016). Learning outcomes can also be interpreted as the level of success of students in learning subject matter at school which is stated in the score obtained from the test results to recognize a certain subject matter (Asmani, 2012).

Learning is a series of events in which there is a process of interaction between the teacher and students, as an effort made to achieve the goals that have been set (Ali, 2007; Aunurrahman, 2011). The achievement of these goals is marked by changes in behavior that are better for students. The purpose of this study is to describe efforts to improve student learning outcomes through the application of true or false learning strategies.

METHOD

This research uses a type of qualitative research with descriptive methods. Descriptive is a research method that aims to describe and interpret objects as they are. Qualitative research usually uses observation, documentation, and interview methods to collect data (Assingkily, 2021). Interviews are used as a data collection technique when researchers want to conduct preliminary research to find out what problems need to be studied and also when researchers want to know more about respondents and the number of respondents is small. Documentation is a record of past events. Documentation can be in the form of writing, drawing or someone's monumental work. It may also require non-human data sources such as available documents and records.

RESULTS AND DISCUSSION

Definition of Application

Implementation is practicing or pairing actions carried out either by individuals or groups that are directed at achieving the goals outlined in the decision (Baharuddin, 2010). In this case, application is the implementation of a work result obtained in a way so that it can be practiced in society (Abimanyu, 2008). Based on the understanding of these experts, it can be concluded that application is an act of practicing a theory, method, and other things to achieve certain goals and for an interest desired by a group or groups that have been planned and arranged beforehand.

Application Elements

The application element is an activity that has three important and absolute elements in carrying it out (Erikalisdiana, *et.al.*, 2016). The implementation elements include: (1) the existence of an implemented program. (2) the existence of a target group, namely the community that is targeted and expected to receive benefits from the program (Gafur, 2016).

Strategy True or False

True or false strategy is a strategy that invites students to engage in the subject matter. This strategy is included in active learning (Agustin, *et.al.*, 2016). This strategy is a collaborative activity that can invite students to be involved in learning. It can be concluded that the true or false strategy is a strategy that invites students to be actively involved in learning material and can foster collaboration in groups (Fauziah, 2013).

Strategy Objective True or False

The purpose of this true or false strategy is: first, it can invite students to be directly involved in the subject matter immediately. The teacher designs learning activities that are individual and small groups. From these activities,

the teacher will provide active learning so that students will be interested in taking part in the lesson. The more interesting the learning is made, the material presented will easily enter their memory (Soewarso & Widiarto, 2012). So that in the evaluation of learning they can easily do it.

Second, it can foster teamwork. In implementing this strategy, students will be involved in forming a team where the team will be randomized so that in one group it will be heterogeneous, which means that there are male and female members. In forming this team, there will be students who have a good level of thinking and some who are still lacking in thinking level. So that the team or group that is formed will mix between men and women.

Third, can share knowledge and learn directly. Even though each individual will get one wrong statement or one true statement, in determining what is right or wrong, the individual works as a group, so that the individuals exchange ideas. For individuals who do not understand can be helped by other students.

Fourth, each individual will understand more about the material presented by the teacher. Through true or false statements, students will easily understand the material presented by the teacher. Because they exchange ideas, help students who don't understand so that their understanding will be evenly distributed (Apriyandika, 2013).

The following is the end of the discussion results of a documentation method that will be described:



Figure 1. Learning Activities

Learning Outcomes Obtained by Students

Learning outcomes from the changes that occur in students, both concerning cognitive, affective, and psychomotor aspects as a result of learning activities. Learning outcomes are changes that occur in students after experiencing learning activities. The learning outcomes can be in the form of increasing knowledge, developing creativity, or positive attitudes of students after experiencing the learning process.

CONCLUSION

Based on the results of the study, the researchers concluded that true or false has a significant influence on student learning outcomes, this can be seen from the results between the learning achievement test scores before and after applying the true or false question and answer strategy. Researchers apply a true or false question and answer strategy to subjects in the learning process, classes that use a true or false question and answer strategy make students work on the questions given by the teacher more focused or easier to understand because students can ask their group mates and work together with their group friends.

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