THE INCREASE OF HIGH-LEVEL IN THINKING SKILLS THROUGH YOUTH NOVEL AND INTERACTIVE OF MULTIMEDIA IN ASY-SYAFI'IYAH SCHOOL AT THIRD IN JUNIOR HIGH SCHOOL

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Abstract

The aim of research is : 1) to find out a think of skill high level of junior high school grade 9 in As-syafi"iyah school; 2) to find out an increase in the skills to think at junior high school at grade 9 in AS-syafi'iyah school by means of adolescent novel with multimedia interactive. The methods used in thr research is Classroom Action Research methods. this research of subject is the junior high school in grade 9 at As-syifi'iyah school 2017/2018 academic year to 53 students.while the object in this research is a high degree of students skill at reading comprehension through adolescent with multimedia interactive in junior high school at As-syifi'iyah school. The result of research is the skill of high level think at junior high school at 9 grade in As-syifi'iyah school, before to teach with used adolescent novel with multimedia interactive still stay at less categories, where the result of study the students is 53,83%, if compared with the result of action criteria, while the result of study at pra cycle at less criteria. Then, the result of research to shows is the thinking of level improvement at junior high school in As-syifi'iyah through adolescent with multimedia interactive. This situations can to see in pra cyle until 2 cyle. At pra cyle to students a completely learning is 52,83%, if scent with other criteria at little lees criteria. Then up to 71,69% at cyle 1, if scent with criteria as stay at criteria enough. At 2 cyle already achieve 86,79%, if scent with completeness is best criteria.

Keyword : *improvement, multimedia interactive, adolescent novel*

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A. Introduction

Article 27 paragraph (3) of the National Education System Law states that teaching staff are special educators who are appointed with the main task of teaching. The task of the teaching staff (teacher) is to teach, not merely as a presenter of material, but the main thing is to teach students, to make students learn. (Rusiah, Marzuki, 2012).

In the Education Unit Level Curriculum (KTSP), literary abilities that are expected and achieved by students include (1) finding interesting things from the youth novels that are played and (2) showing the relevance of the contents of the novel that are played with the current situation. Therefore the curriculum requires the teacher to have adequate abilities in the appreciation of literature, so that he is able to involve his students in the experience of appreciating literature as stated in the curriculum. The novels that are played to students are very much related to character education, moreover from the moral aspect it is expected that after the learning process is complete the students can take lessons from the stories that are played. Students can think about how the story of a great person lives his life, how the paradigm of a great person achieves his dream even though there are people around him who hinder these ideals, and how great people achieve success. For this reason, in the learning process, researchers try to provide a spirit of life by reflecting on the great people in the novel.

Students not only know facts, concepts or principles, but also are skilled at applying their knowledge in dealing with problems in life and technology, this can improve high-level thinking skills. It is known that increasing high-level thinking skills has become one of the priorities in learning. Teaching high-level thinking skills is based on two philosophers: there must be specific material or lessons about thinking and integrating thinking activities into learning Indonesian. Thus, thinking skills, especially high-level thinking, must be developed and become part of everyday Indonesian language lessons. With this approach, thinking skills can be developed by helping students become better problem solving. For this reason, the teacher must provide a problem (question) that allows students to use high-level thinking skills, one of which is multimedia.

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Multimedia is called interactive system when the user has the ability to control what elements are delivered and when (Smaldino, 2011). Elsom-Cook (in Kariadinata, 2009) defines interactive multimedia is a combination of various communication channels into a coordinated communicative experience with cross language integrated channel. Advantages of Interactive Multimedia in learning are: flexible, self-packing, interactive and individual content-rich (Prasetyo, 2007). The characteristics of interactive multimedia in learning are as follows: (1) Having more than one media that is convergent for example combining audio and visual elements; (2) Be interactive, have the ability to accommodate user responses; and (3) Being independent, providing ease and completeness of content so that users can use it without guidance from others (Kariadinata, 2009).

Many software (software) available on a computer that can support it to be used as learning media, one of which is Microsoft Office PowerPoint. By utilizing Microsoft Office PowerPoint, even teachers can make it an interactive multimedia by combining it with several software (software) and utilizing hardware (hardware) such as speakers, headphones and more so that it can display audio, video, animation, text, graphics and interactive . With the delivery of learning material that contains audio, video, animation, text, graphics and interactive aspects it will make it easier for students because students can immediately see and listen to what they have learned. Lessons must include examples of the student's view to see what he or she is to conceptualize (Sharon E. Smaldino, 2011).

B. Method

Classroom Action Research Design (PTK) according to Kemmis and mc. Taggart in Arikunto (2006: 16) argues in broad outline that there are four stages in implementing Classroom Action Research (PTK), namely planning, implementation, observation and reflection.

The steps of the PTK research procedure, the researcher took six steps. The steps taken are as follows: (1) potential and problems, namely

by observing Indonesian language learning in class IX Medan As-syafi'iyah Middle School; (2) collecting data regarding the availability of infrastructure such as laptops, projectors, speakers; (3) products that have been made are then validated by learning material experts and learning media experts; (5) after the initial product is validated through discussions with learning material experts and learning media experts, the weaknesses will be identified. These weaknesses are further reduced by making revisions; (6) product testing is carried out in three stages, namely: pre cycle. Cycle I, cycle II.

The subjects in this study were class IX students of Medan Syafi'iyah Middle School with 53 students divided into: (1) Large group trials of 28 people, (2) Small group trials of 25 people.

The type of data obtained is qualitative and quantitative data, data obtained from questionnaires. Qualitative data is obtained from the results of assessments, interviews, photo documentation, observation, and questionnaires and suggestions for improvement through the instruments provided. For quantitative data, data obtained from learning acquisition after learning to read understanding of teen novels and listening to interactive multimedia-based programs using flas. The data collected includes: (1) the assessment of the learning material experts regarding the quality of the product being developed. the quality of this product includes aspects: learning, curriculum, material content, interaction, language and evaluation questions; (2) assessment of learning media experts regarding the quality of the product being developed. product quality includes aspects: coloring, screen display, sound, menu commands and program security; (3) student assessment of the quality of the product being developed. The quality of this product includes aspects: program operation and user reaction; (4) pre-cycle results, cycle I and cycle II of students.

Data collection techniques used in this study are indirect observation techniques and measurement techniques. Measurement of data in this study used cycle I and cycle II in reading comprehension and listening to teen novels through interactive multimedia in class IX of As-syafi'iyah Middle School in Medan. This measurement technique is used

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to obtain data in the form of the results of the first cycle and the results of the second cycle of students. The data collection tool used in this study is a multiple coice test. The test used in this study was in the form of a multiple choice test, with 10 items in each cycle I and cycle II. Before the question was used, validation was carried out using content validity and validated by class IX teacher of As-syafi'iyah Middle School Medan , and test reliability of the questions. For the purposes of the reliability of the test, a problem test was conducted in class IX of the As-syafi'iyah Middle School in Medan. After the trial is carried out. The next step is to find the results of the test reliability. After the calculation, the results of the reliability test were 71.69% for the first cycle, while in the second cycle 86.89% for the multiple choice with high classification, which meant the level of the instrument's determination was high.

The answer of problem whether reading learning products are understanding and listening to interactive multimedia based using the FLAS program developed feasible to be applied as learning media derived from feasibility based on material content and feasibility based on media content based on evaluations from validators and students. The data analysis technique used in this study is quantitative and qualitative. This analysis was conducted to determine the success or failure of the actions taken in the study. This is seen from the percentage of success achieved seen from changes in learning outcomes.

C. Discussion

Based on the table above, it is known that some of the students still have not reached the completeness criteria, namely 25 people, that is equal to 47.17%. While learning completeness reached 52.83%, there were 28 students who had reached a score of more than 70. After implementing the learning action in the first cycle, including considering the decision in the pre-cycle, the learning outcomes and activities of the students were obtained as follows:

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Furthermore, the test of student learning outcomes in the first cycle was carried out during the last 30 minutes of class hours.

Figure : Display of teen novels in interactive multimedia

At the time of the test, 53 students from the As-Syafi'iyah College Middle School and none were present. Thus the test participants in this cycle I test were 53 students. So, the results are obtained with the total score of 3880, so the average is 73.20. While student learning completeness reached 71.69%, which is as many as 38 people who have achieved a score of equal to or more than 70, and 15 students who have not finished with a percentage score of 28.31%. In this first cycle the lowest score obtained by students is 50 and the highest score is 90. This may be because students consider trivial when answering tests and other limitations that make students feel that the value they later obtain does not affect their grades.

Based on the content of the completeness table the student learning outcomes in the first cycle are in the good category, so it can be concluded that student learning outcomes in the first cycle are good but have not reached the specified completeness criteria which is 85%, thus it is concluded that this study continued in cycle II.

The results of observations conducted in cycle I, scores and percentages of each indicator of student activity were obtained as presented by student activities, 42.36% of which carried out activities from

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53 students. When compared with the criteria for the success of the action, the average is in the criteria of being less active.

In the implementation of this first cycle of action, difficulties were found in the implications, including student activities which were still dominated by certain people. Short time so that when giving a score the time is up. As a result, researchers are increasingly busy making corrections to 53 students once a meeting.

Given that the activities of students in the first cycle, especially at the last meeting have not yet reached the active criteria, and the percentage of achievement of classical completeness still reaches 71.69%, it is decided to proceed to cycle II.

Observation of student activities is carried out during the learning process. From the results of observations conducted in cycle II, scores and percentages of each indicator of student activity were obtained as the activities of students in the second cycle presented were 79.24% which carried out activities from 53 students. This average is the average score of student activities obtained during the teaching and learning process takes place in cycle II. Based on the table above can be seen on average students who carry out activities in the second cycle amounted to 79.24%. When compared with the criteria of success rate of action, then the average is in the active criteria.

In this second cycle, students are familiar with the learning process using teen novels with interactive multimedia. Student activities have greatly improved, they are very responsive to the actions taken by the teacher. When teachers ask questions in their presentation they respond very quickly spontaneously. Students no longer hesitate to ask for an explanation from the teacher if they don't understand.

So, from increasing student learning outcomes and completeness of learning from pre-cycle to cycle II. From pre cycle to cycle I the average student learning outcomes increased from 67.54 to 73.20 up by 5.66 as well as from cycle I to cycle II increased from 73.20 to 79.05 up again by 5.85. Logically, from pre-cycle to cycle II it rises by 11.51.

Likewise, the learning completeness of students in the pre-cycle of students who completed the study was 52.83%, when compared with the

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criteria for completeness of learning, the criteria were very low. Then it rose to 71.69% in the first cycle, when compared with the completeness criteria it was in sufficient criteria. In cycle II learning completeness has reached 86.79%, when compared with the criteria for completeness of learning, the criteria are very good. This situation has been the target in this study. From the table above, increasing student learning outcomes from pre-cycle to cycle II can be described in graphical form as follows:
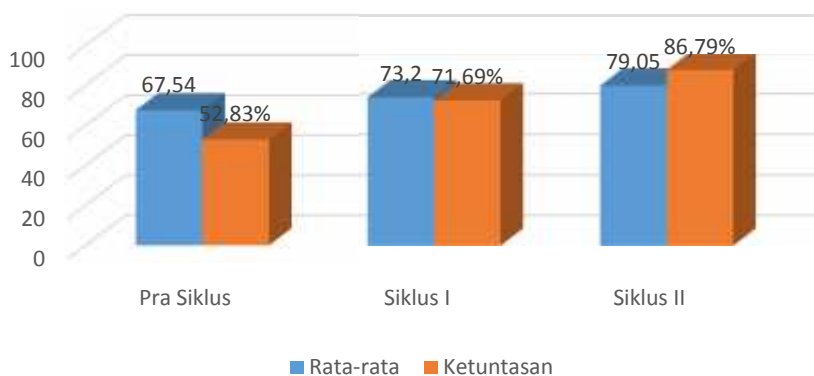

Figure 2. Graph of Learning Outcomes and Student Completeness

From the graph above can be seen the increase in student learning outcomes starting from pre-cycle to cycle II. With details from the graph above, illustrating the sincerity of the teacher in managing learning, with increasing student learning outcomes. Based on the state of student learning outcomes that turned out to increase from pre-cycle to cycle II, it can be concluded that youth novels with interactive multimedia can improve high-level thinking skills of students in class IX As-Syafi'iyah Middle School Learning Year 2017/2018, in other words hypothesis the submitted truth is accepted.

Likewise with the activities of students, increasing the activity of students in reading material comprehension in class IX As-Syafi'iyah Middle School in the 2015/2016 Learning Year was seen based on observations. In the first cycle the percentage of students who carried out activities was 42.36%, when compared with the criteria for the success of the action, it turned out that the average student who did the activity in the first cycle was in the criteria of being less active. In cycle II it increased

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to 79.24%, when compared with the criteria of success rate of action, then the average student who carried out the activity was in the active criteria.

Based on the state of student activity which turns out to increase from cycle I to cycle II, it can be concluded that the activity of students in reading material comprehension in class IX As-Syafi'iyah Middle School in 2015/2016 Learning Year can be increased. This shows the teacher's success affecting activities students in the use of teen novels and interactive multimedia.

D. Conclusion andSuggestion
Conclusion

The Classroom Action Research Design(PTK) procedure for learning media reading comprehension and listening to interactive multimedia based using the FLAS program in class IX As-syafi'iyah Middle School in Medan is before being taught using teen novels with interactive multimedia is still in the very less category, where the percentage of student learning outcomes is 52, 83%, when compared with the criteria of success of the action, then it turns out student learning outcomes in the pre-cycle are on the criteria less once. After re-testing it was found that there was an increase in the level of thinking skills of grade IX students of As-Syafi'iyah Middle School through teen novels with interactive multimedia, this can be seen from pre-cycle to cycle II. In the pre-cycle students who completed the study amounted to 52.83%, when compared with the criteria for completeness of learning, the criteria were very low. Then it rose to 71.69% in the first cycle, when compared with the completeness criteria it was in sufficient criteria. In cycle II learning completeness has reached 86.79%, when compared with the criteria for completeness of learning, the criteria are very good.

Suggestion

Suggestions found after conducting this research, it is expected that there is an opportunity to conduct research at a later time so that it can correct the shortcomings that many researchers still do in conducting this research. In addition to the school, it is expected that this teen novel

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with interactive multimedia can be an alternative used in As-Syafi'iyah Middle School and can be carried out alternately with other learning approaches or models. Because the use of youth novels with multimedia is active, this can improve students 'high-level thinking skills in order to improve students' high-level thinking skills, teachers should also provide high-level problems in other learning materials. Every time teaching the teacher should consider the left and right brain stimulus for students in a balanced manner. Similar research should be conducted on other subjects or even other fields of study that include aspects other than high-level thinking skills. Because research using teen novels with interactive multimedia is a flexible learning media so that it can be applied to other fields.

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