

The Effect of Learning Methods Guided Note-Taking Assisted by Media PowerPoint on the Learning Outcomes at 5th Grade Students Theme 7 Events in Life of SDN Tegalwangi 04 Jember

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Abstract: The background of this research is the lack of optimality in the learning process, especially for learning theme 7 about events in life at SDN Tegalwangi 04 Jember, which is caused by the fact that attractive learning methods have not been implemented for students. Therefore, this research starts from the problem: "Is there any influence of the guided note-taking learning method assisted by PowerPoint media on the learning outcomes of fifth grade students with the theme of 7 events in life at SDN Tegalwangi 04 Jember?". To solve the research problem, a quasi-experimental design with a non-equivalent control group pattern was applied in the study. The research subjects were 44 fifth grade students at SDN Tegalwangi 04 Jember which were divided into the experimental group and the control group. Learning outcomes test was conducted to collect the main data. After the data is collected completely, then it is analyzed by t-test. The results of the t-test analysis show that $T\text{-count} > T\text{-table}$ for $db=42$ for the cognitive domain, which is $4.505 > 0.297$ for a significant level of 0.05. The results of the t-test were used to test the research null hypothesis which reads "there is no effect of the guided note-taking learning method assisted by powerpoint media on the learning outcomes of fifth grade students with the theme of 7 events in life at SDN Tegalwangi 04 Jember". After testing the hypothesis, it can be concluded that the hypothesis is rejected, so the results of the study indicate that there is an influence of the guided note-taking learning method assisted by PowerPoint media on the learning outcomes of fifth grade students with the theme of 7 events in life at SDN Tegalwangi 04 Jember.

Keywords: guided note-taking learning method, student learning outcomes

1. INTRODUCTION

Nowadays, education has many impacts on aspects of human life. In global competition, improving the weight of human resources is one of the fundamental efforts. So far, teachers pay less attention to the learning methods used in the learning process. Improving human resources can be done through various ways, one of the many ways that exist is the use of methods for efficient and appropriate learning activities will be able to improve the quality of human resources which can ultimately have an impact on improving the quality of education.

Elementary education in Indonesia currently uses the 2013 curriculum on a theme basis. Learning in the form of this theme is not easy to learn for students and is not easy to convey by the teacher. Teachers need to have a powerful way when learning takes place so that learning materials can be delivered properly. Appropriate and good student learning process will have a positive effect on learning outcomes. Teachers need to apply appropriate learning methods for their students in order to motivate their students to learn better and not to saturate the students, so as to get maximum learning outcomes. One of them has a learning method that can be applied, namely guided note-taking method. According to Hisyam (2008), the guided note-taking method is a method carried out by a teacher in which the teacher prepares in advance a summary of the material to be delivered, such as a media handout that will help students make learning notes when the teacher delivers learning teaching materials. Guided

Note-taking is a method in which the teacher will prepare Handouts or sheets that have been made in advance so that students can take notes when the teacher teaches in an easy way, namely students give answers to parts that are intentionally left blank (Silberman, 2013).

In addition to the application of suitable learning methods, teachers need to use additional learning media, so that students' knowledge of the material can be conveyed to the maximum. Learning media has a central position and function in classroom learning. The use and selection of appropriate learning media can help teachers deliver learning materials teaching PowerPoint media is a media that is often used by teachers. PowerPoint is specially designed for making presentations, which has a variety of menu features, making it look attractive. The ability to process images, text and animations that can be processed by users is what makes PowerPoint interesting media used as presentation media in learning. PowerPoint is an application program created by Microsoft Office for presentations such as meetings, activity plans or used as learning media in schools (Mardi, 2007). According to Sanaky (2009), PowerPoint is a presentation program owned by Microsoft Office and the display can be assisted by an LCD projector.

Interviews with fifth grade teachers on 26 November 2020 at SDN Tegalwangi 04 Jember got the results that teachers delivering material still apply the lecture method without the help of learning media. Students are also less enthusiastic when learning takes place, because the material presented by the teacher is too long, so they have difficulty understanding

the learning material, it can even be said that students tend to be passive in learning. The application of learning methods that are minimal and not varied will be less attractive to students in the learning process, because it is too monotonous to make students bored which will affect learning outcomes.

The relevant research that has been carried out by Riska (2018) shows that the average value in the experimental class is 74.21 with the lowest score being 50 and 100 being the highest score, meanwhile the average in the control class is 64.52 with 85 as the highest score and value 50 as the lowest value. Hypothesis testing shows sig. (2-tailed) $< \alpha$ or $0.000 < 0.05$, which means that there is a variance in the mean value posttest for the experimental class and the control class. Calculation of hypothesis testing showed acceptable H_a while H_0 is rejected, resulting in the conclusion that pick up on a method guided note-taking has a significant positive influence on learning outcomes. Further research conducted by Zahro (2017), research Experimental using a quasi- experimental design with a pattern non-equivalent control group applied to the study, showed significant differences in student learning outcomes without learning methods with student learning outcomes using the method guided note-taking. This is known from the results of t-test with independent sample The t-test obtained a significant value, namely $0.013 < 0.05$, then H_0 (zero hypothesis) is rejected and H_a (alternative hypothesis) is accepted, with the results of these data it can be seen that the experimental group learning outcomes are better when compared to the control group which is currently processing learning without applying the learning method guided note-taking.

The researcher took the title "The Influence of Learning Methods Guided Note-Taking Assisted by Media PowerPoint on the Learning Outcomes of Class V Students Theme 7 Events in Life at SDN Tegalwangi 04 Jember". The formulation of the problem raised is whether there is an effect of the learning method guided note-taking assisted by media PowerPoint on the learning outcomes of fifth grade students with the theme of life events at SDN Tegalwangi 04 Jember. The purpose of the study was to determine whether or not there was an influence of the learning method guided note-taking assisted by media powerpoint on the learning outcomes of fifth grade students with the theme of life events at SDN Tegalwangi 04 Jember.

Conducting research at SDN Tegalwangi 04 Jember. A quasi-experimental design with implementation pattern non-equivalent control group used in this study. Class VA (22 students) and VB (22 students). Prior to the treatment, a homogeneity test was conducted using the student's UTS score data. The significance value generated in the homogeneity test using SPSS version 20.0 is 4.659, so it can be declared homogeneous because the resulting significance value is > 0.05 . Determination of the experimental class and control class by lottery and the results of the experimental class are class VA and the control class is class VB.

The results showed that the analysis carried out was the different values of the pretest and posttest in the experimental class and control class through t-test data analysis. The

calculation results were then consulted using a t-table with a significance level of 0.05 with $df = 42$, obtained a t-table of 0.297. The results of the cognitive t-test $t_{count} > t_{table}$ ($4.505 > 0.297$), so it can show that H_a is accepted and H_0 is rejected.

Knowing the effectiveness of the method guided note-taking with the help of media powerpoint, a relative effectiveness test was carried out. The result of calculating the ER learning outcomes in the cognitive domain is 63.93% with a high effectiveness category.

Based on the results of the analysis, it was concluded that the experimental class learning outcomes when learning with the application of the method guided note-taking with the help of media powerpoint were better than the VA class which was the control class that did not apply the learning method guided note-taking with the help of media powerpoint, so there was a positive influence method guided note-taking on learning outcomes in fifth grade students with the theme of events in life at SDN Tegalwangi 04 Jember.

2. METHOD

The design of *non-equivalent control group* with implementation patterns *quasi experimental* used in this study. SDN Tegalwangi 04 Jember is a place that will be used as research conducted in the 2020/2021. The homogeneity test was carried out before determining the research subjects to find out that the two classes used were homogeneous. The data used as the homogeneity test are the results of the UTS from classes VA and VB.

Based on the results of the homogeneity test calculation, the results of t_0 0.037 and the coefficient $F = 4.659$, the F coefficient proves > 0.05 at the 5% significance level, the confidence level is 0.95, then it is proven that the two groups are homogeneous. Next is the determination of the experimental class and the control class through lottery random sampling. The results of the draw prove that the VA class is the experimental class and the control class is the VB class.

The independent variable, the dependent variable and the control variable are the variables contained in the study. The method *guided note-taking* with the help of media *PowerPoint* is the independent variable. Student learning outcomes are the dependent variable for this study. Research time, teacher, learning materials and place are the control variables of the study. Sources of research data come from interviews, tests and documents. Interviews with teachers aim to obtain factual information about the learning methods applied during learning and to find out the responses and obstacles faced by students during the learning process. Documents are used to find out the fifth grade students at SDN Tegalwangi 04 Jember in the form of student names

and UTS scores. The test was carried out to collect data on cognitive learning outcomes.

Validity and reliability tests were carried out before the test instrument was used. The test instrument in the form of multiple choice was used in the study which had previously passed validation from the fifth grade lecturers and teachers at SDN Tegalwangi 04 Jember and had been tested first on fifth grade students at SDN Paleran 02 Jember. The validation test of the test instrument was carried out because to measure the level of validity or not in each part of the questions used during the *pretest* and *posttest* which previously had to be validated by the validator in order to know the feasibility value of the instrument by using the following formula.

$$Valpro = \frac{srt}{smt} \times 100$$

(Source: Masyhud, 2016: 246)

Description:

- Valpro* = Validity of the Instrument test
- Srt* = Real score achieved
- Smt* = Maximum score was successfully obtained

The result of the calculation is 86.6, then the test instrument can be declared "very feasible" in the trial at SDN

Paleran 02 Jember. The scoring of the test instrument when the student answered correctly given score of 1, and when one would be given a score of 0. Then the data inserted into the table for further empirical validation test data analysis with the formula. Correlation Product moment of Pearson which is as follows.

$$r_{KF} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[(N \sum X^2) - (\sum X)^2][(N \sum Y^2) - (\sum Y)^2]}}$$

Source: Masyhud (2015)

Description:

- r_{xy} = Correlation coefficient of odd item scores with even item scores.
- X = Odd item scores
- Y = Even item scores
- N = Total sample

The results of calculating the correlations that have been obtained were then consulted using an r-table with a significance level of 0.05. If the correlation results obtained are higher or equal to the r-table, so that the item can be declared valid, while if the result value of the correlation is lower or less than the r-table provisions, the item is declared invalid. A total of 30 questions that have been tested were

found to be 4 questions declared invalid, then a number of 26 other questions were declared valid. The reliability test was carried out as a continuation of the results of the validity test.

The number of instrument items obtained is even, then the instrument reliability test is carried out using *split-half*. The first step taken by the researcher was to correlate the two parts of the questions that had previously been distinguished from the even and odd parts. The analysis was carried out using the correlation formula *product moment* using rough numbers. The formula used is as follows.

$$r_{XY} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[(N \sum X^2) - (\sum X)^2][(N \sum Y^2) - (\sum Y)^2]}}$$

Source: Masyhud (2015)

Description:

- r_{xy} = Correlation coefficient of odd item scores with even item scores.
- X = Odd item scores
- Y = Even questions on item scores
- N = Total sample

The results of the correlations that have been obtained must be re-analyzed and tested using the formula *Spearman-Brown* as follows.

$$R = \frac{2 \times \text{splithalf}}{1 + r_{xy} \text{ splithalf}}$$

Description:

- R_{11} = Reliability Coefficient
- $r_{xy} \text{ Split half}$ = Split half method correlation results (Adapted from Hughes, 1994 in Masyhud, 2016-304)

The results of the calculation above can be seen that the reliability coefficient obtained using the formula is *Spearman Brown* 0.93. Based on these results, it can be seen from the interpretation table of the test reliability test results that the test instrument is stated to be in the "very high reliability" category.

The data analysis technique used was t-test. Separate sample t-test formula with the formula used as follows.

$$t = \frac{M_2 - M_1}{\sqrt{\frac{\sum x^2 + \sum x_2^2}{N(N-1)^2}}}$$

Source: Masyhud (2016)

Description:

- M_1 = Mean value of the experimental group (X1)

M_2 = Mean value of the control group (X_2)
 x_1 = Deviation of each value X_1 and mean X_1
 x_2 = Deviation of each value X_2 and mean X_2
 N = Total sample

The hypotheses in the study are as follows.

H_a : There is a significant effect of the method *guided note-taking* assisted by media *PowerPoint* on the learning outcomes of fifth grade students with the theme of

events in life at SDN Tegalwangi 04 Jember.

H_0 : There is no significant effect of the method *guided note-taking* assisted by media *PowerPoint* on the learning outcomes of fifth grade students with the theme of events in life at SDN Tegalwangi 04 Jember.

3. RESULTS AND DISCUSSION

The effect of the application of the method *guided note-taking* media *PowerPoint* with the help of can know by analyzing the scores from the cognitive level student learning outcomes in the experimental class and control class in the form of scores *pretest* and *posttest*. The difference between the results of the scores *pretest* and *posttest* will be used as the basis for analyzing the calculations using the t-test. The number of scores *pretest* in the cognitive domain of the experimental class is 1314 and the control class is 1146. The average cscore *pretest* for the cognitive domain in the experimental class is 59.73 and the average value for *pretest* the control class is 52.09. The total value *posttest* in the cognitive domain of the experimental class is 1640 and the average value of the *pretest* for the control class is 1314. The average score *posttest* for the cognitive domain in the experimental class is 74.54 while the average value for *posttest* the control class is 59.73.

Based on calculations using SPSS Statistic 20.0, the results obtained the mean value of the *pretest-posttest* cognitive domain of the experimental class (M_x) is 23 and the average difference of the *pretest-posttest* cognitive domain of the control class (M_y) is 11, then the results of the t_{count} are 4.505. The results that have been obtained are then consulted using a T_{table} , it can be seen that $db = (22+22)-2 = 42$ for a significance level of 5%, then a value of obtained $T_{table} = 0.297$ is. The results of the t-test analysis show that the value of $T_{count} > T_{table}$ is $4.505 > 0.297$.

The results of t-test analysis showed significant results when $T_{count} > T_{table}$, then the alternative hypothesis (H_a) which says there is influence significantly from methods *guided note-taking* using assisted media *PowerPoint* on learning outcomes of the theme of the events in the life of class V at SDN Tegalwangi 04 Jember accepted. The research data obtained will then be calculated for its relative effectiveness.

To determine the success rate of the *treatment* compared to other treatments for the group, a relative effectiveness test was carried out using the following formula.

$$MX_2 - MX_1$$

$$ER = \frac{MX_2 - MX_1}{\left(\frac{MX_1 + MX_2}{2}\right)} \times 100\%$$

Description:

ER = the relative effectiveness of the experimental Group treatment compared to the control group treatment.

MX_1 = Mean different control group

MX_2 = Mean different experimental group

(Source: Masyhud, 2016: 384)

Based on the calculations that have been made, it can be concluded that the learning method *guided note-taking* assisted by media *PowerPoint* has a positive influence on learning outcomes for the cognitive domain by 63.93% while the other 36.07% is influenced by other factors.

There are 2 aspects that will affect student learning outcomes, namely internal and external aspects, internal aspects consist of 2 parts, namely psychological factors and physiological factors. Psychological factors, which include talent, interest, reasoning power, attention, IQ and cognitive. Physiological factors, which include being in good health, not having physical disabilities and not being tired or tired. External factors are divided into 2, namely environmental and instrumental factors. Environmental factors in the form of natural environmental conditions such as humidity and temperature of the study room, because if the temperature of the classroom is hot, it will cause students to not be able to concentrate in learning. Factors are factors whose use and existence have been designed in advance to match the specified learning outcomes (Susanto, 2013: 12).

Based on the results of the research and overall analysis above, a conclusion was drawn that there was a significant effect of the learning method *guided note-taking* assisted by media *PowerPoint* on student learning outcomes for the theme of 7 events in life in class V SDN Tegalwangi 04 Jember.

The findings obtained in the study were that students were happy and enthusiastic when learning took place by applying the method *guided note-taking* with the help of media *PowerPoint*. The application of this method can support students to capture the subject matter delivered by the teacher.

4. CONCLUSION

Based on the results of the study, it can be concluded that there is a significant positive effect of the application of the learning method *guided note-taking* using-assisted media

PowerPoint on student learning outcomes on the theme of events in class V life at SDN Tegalwangi 04 Jember. This is known in detail in the results of the calculation between the difference in the results of the *pretest* and *posttest* of the control class and the experimental class whose results prove that the T_{count} is 4.505. The results obtained are then consulted on the $t_{\text{table db}} = (22+22)-2 = 42$ with asignificance level of 0.05, then the obtained t_{table} is 0.297. The results of the separate sample t-test calculation show the value of $t_{\text{count}} > t_{\text{table}}$ ($4.505 > 0.297$).

The calculation of the relative effectiveness test shows the results of the application of the method guided note-taking using-assisted media PowerPoint on student learning outcomes for the cognitive domain of 63.93% with a high effectiveness category level, then it can be concluded that the acquisition of student learning outcomes at the cognitive level of the experimental class that applies the method Guided note-taking with the help of learning media PowerPoint showed 63.93% more effective results than the control class that did not apply the method guided note-taking with the help of media PowerPoint. The success of improving learning outcomes is also influenced by the interest and attention of students in accepting the learning delivered by the teacher. Student interest and attention is an internal aspect that affects learning outcomes.

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