

LEARNING TO LISTEN TO PRIMARY SCHOOL CHILDREN

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Abstract: *Listening Learning in Elementary Children in Siosar Relocation National. Strategic Research Objectives.* This institution is to improve the learning outcomes of listening to children by applying learning media to the story calendar. The research method in this study is qualitative exploratory. Data sources are children of victims of the Sinabung disaster who were relocated at Siosar class II and III SD. Data writing techniques are in the form of tests and field notes. Research instruments are performance tests and observation sheets. Research contributions are: so that teachers can practice the ability to listen to children, teachers are motivated to make innovative learning media, for schools can provide input in efforts to improve the learning outcomes of Indonesian class II and III elementary school, and provide consideration in the procurement of learning media in school .

Keywords: *Listening Learning, Elementary School Children.*

Abstrak: Pembelajaran Menyimak pada Anak SD di Relokasi Siosar. Tujuan Penelitian Strategis Nasional. Lembaga ini bertujuan untuk meningkatkan hasil belajar menyimak anak dengan menerapkan media pembelajaran kalender cerita. Metode penelitian dalam penelitian ini adalah kualitatif eksploratif. Sumber data adalah anak-anak korban bencana Sinabung yang direlokasi di SD Siosar kelas II dan III. Teknik penulisan data berupa tes dan catatan lapangan. Instrumen penelitian berupa tes unjuk kerja dan lembar observasi. Kontribusi penelitiannya adalah: agar guru dapat melatih kemampuan mendengarkan anak, guru termotivasi untuk membuat media pembelajaran yang inovatif, agar sekolah dapat memberikan masukan dalam upaya meningkatkan hasil belajar bahasa Indonesia kelas II dan III SD, dan memberikan pertimbangan dalam pengadaan media pembelajaran di sekolah.

Kata Kunci: Pembelajaran Mendengarkan, Anak Sekolah Dasar.

INTRODUCTION

Learning to listen to elementary school children is required to listen to verbal symbols with full attention, understanding, appreciation and interpretation in obtaining information, capturing the content and meaning of the communication expressed by the speaker. Thus, improving listening learning requires the teacher's ability to manage the teaching and learning process appropriately so that children's involvement can be optimal, which ultimately has an impact on obtaining good learning outcomes. However, the reality that occurred at SD Negeri 047175 Siosar was very different from

expectations. The volcanic eruption of Mount Sinabung has had an impact on children's psychological conditions. Children still experience trauma and this becomes an obstacle in the learning process in class. Children expressed that they were afraid, anxious and felt uncomfortable because the school facilities were inadequate.

Children's psychological conditions are not the only factor thought to be the cause of children's low literacy learning. Another thing that needs to be considered is inappropriate learning techniques. Classroom learning tends to focus on the teacher. Teachers in the classroom are considered the main source

of knowledge, without facilitating children with learning media so that teaching tends to be conventional. So that children's creativity in the learning process decreases. When children are asked to answer questions based on the stories they hear, children have difficulty answering according to the stories they read. Children don't know how to practically understand stories because teachers don't use any media as intermediaries in providing information. Only assign children to listen, but do not emphasize comprehension skills.

The low level of listening learning as illustrated by the findings above indicates how schools as centers for developing listening skills still fail to carry out their mission. Because this is directly related to basic skills that are very close to the development of quality Indonesian human beings, this failure should be considered as one of the vulnerable aspects of the Indonesian nation which causes the low quality and competitiveness of the Indonesian nation in global competition. It is said so, because with this failure, children's access to global communication and technology up to the tertiary level will remain low and this is a serious threat to programs to improve the quality of education in Indonesia.

This vulnerable aspect actually justifies that currently there is a great need for innovative literacy learning media, which can produce more meaningful learning for children. The learning process takes place naturally in the form of children working and experiencing, not transferring knowledge from teacher to child. One of the learning media that can be used for listening is the Story Calendar. The story calendar is a practical, effective, efficient medium and can be used as a learning tool for

children, both inside and outside the classroom.

The selection of story calendars is a solution as an effort to solve the problems faced by children who are victims of the Sinabung disaster. The application of the story calendar media does not only emphasize children's listening and speaking abilities, but also becomes a strategy to strengthen the mental revolution for children in the early grades because of its character value content. An existing story calendar is modified by inserting character values. So that literacy learning is strengthened by strengthening character which can support the achievement of human development and national competitiveness (Human development & competitiveness).

Recognizing the importance of efforts to solve the problems faced by children who were victims of the Sinabung disaster, the selection of Story Calendar learning media in listening learning activities at siosar relocation is important. The hope is that learning literacy with the Story Calendar media can add excitement and joy to children in learning activities at school, so that children forget the trauma of the disaster they have experienced.

Departing from this background explanation, the formulation of the 2023 Advanced National Strategic Research problem is: Learning to listen to Children Victims of the Mount Sinabung Disaster, by applying the story calendar learning media. The objectives of this study are as follows: 1) Improving children's listening learning through the application of story calendar media; 2) The teacher can evaluate the causes of low children's listening skills; 3) Teachers can carry out listening learning in class with a student center strategy; 4)

Providing knowledge and experience to teachers about appropriate media to use in learning Indonesian, especially in listening skills.

Furthermore, the benefits of research are as follows, namely: 1) There is teacher motivation to research, so that they are able to conduct research related to literacy learning; 2) Provide input while increasing knowledge and insight regarding the forms of problems that exist in schools, especially problems regarding literacy learning in low grades; 3) Give consideration in procuring learning media or learning aids; 4) This research can be used as a reference for subsequent research.

METHOD

Based on the problems as described previously and to achieve the objectives of this research activity, this type of research is qualitative exploratory research. Sugiyono (2009: 110) defines exploratory research as research that has the aim of obtaining information, insight, knowledge, ideas and understanding as an effort to formulate and define problems, as well as solutions to problem solving.

This research was conducted at SDN No. 047175 Siosar Brand District, Karo Regency, North Sumatra Province. This location is a relocation area for victims of the Sinabung disaster, considered to represent schools located on the outskirts of villages affected by the Sinabung disaster. The data source in this research is 39 children who were victims of the Sinabung disaster who were relocated in Siosar, in grades II and III of elementary school. Class II has 19 people and class III has 20 people.

Data collection was carried out using several techniques. The data collection techniques used by researchers

are tests, observations and field notes, which are explained in detail as follows: 1) Test/Assignment: In this technique the researcher gives an assignment to answer questions and retell the content of the story that has been heard previously. This test is carried out to measure students' ability to listen to the content of the story they are listening to; 2) Observation: Observations are carried out by looking at the ongoing learning process. Observations are carried out by recording student activities during learning by looking, observing and interpreting. Observations were made when students participated in the literacy learning process using story calendar media; 3) Documentation: documentation is carried out by recording events that have taken place. Documents taken can be in the form of writing, images and ongoing activities. Documents in the form of writing, for example diaries and documents in the form of images, for example photos, sketches, etc. So using documentary data collection techniques can provide completeness in the research carried out.

The research instrument was used to measure the extent to which the Story Calendar media plays a role in literacy learning activities (Sugiyono 2009: 148). The tools used by researchers as data collectors are performance tests, observation sheets and photo documentation of activities. The following research instruments were used, namely: 1) Performance Test: researchers and teachers chose to use performance tests because the aspect measured was listening ability. Students will be assigned to answer questions related to the content of the story they are listening to. Students who have listening skills will be able to answer questions asked by the teacher; 2) Observation

sheet: researchers and teachers use a storytelling assessment instrument grid so that the results obtained are appropriate. The observation material is students' speaking skills because considering the assessment is that listening cannot be observed. We cannot directly see or measure or perhaps otherwise observe either the processes or products of comprehension related to hearing, including listening.

The collected data were analyzed by qualitative exploratory. Qualitative exploratory analysis was carried out by summarizing the results of observations during the learning process and to determine the value of student learning completeness and classical mastery. Calculating the percentage of students who have passed the Minimum Completeness Criteria (KKM) according to Djamarah (2005: 264), the following formula is used:

$$P = \frac{F}{N} \times 100\% = \dots\%$$

Information:

P = percentage of completeness

F = number of students who complete

N = total number of students

Then determine the average value using the following formula.

The success rate is determined by looking at the success criteria set out in the following table.

Information:

M = Average (mean)

$\sum x$ = Sum of all scores

N = Number of subjects

The success criteria for this research are marked by improvements in a better direction, both in the learning carried out in the classroom and in the

learning atmosphere (Suharsimi Arikunto, 2007: 245). The indicator of this study is the increase in literacy learning both from the process and the results. The research is said to be successful if it meets the criteria as in the table above, namely 75% of students score above the KKM. The KKM in grades II and III SD for Indonesian subjects is 66.

DISCUSSION

The Story Calendar learning media that has been implemented by researchers can improve students' listening and speaking skills in Literacy learning in Indonesian subjects. Based on the research results before the action was given, the average class score was only 41.92% with only 6 students who completed and 33 students who did not complete. This means that the level of student learning completeness is still relatively low.

After carrying out cycle I, the researcher continued by providing action through cycle II. In cycle II the average class score increased to 81.08% with the number of students who had completed 35 students and those who had not completed as many as 4 students.

This means that learning using the Story Calendar media can improve students' listening and speaking skills in Literacy learning in Indonesian subjects. For more details, it can be seen in the table of increasing student learning outcomes test scores from the initial test to the evaluation results in cycle II.

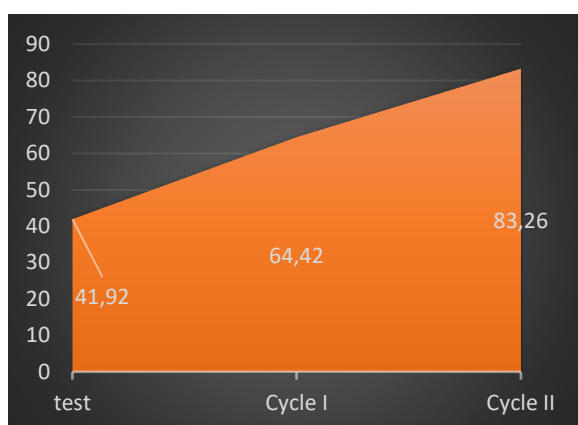


Figure 1. Graph of Percentage of students' listening ability in the initial test, cycle I, & cycle II

Based on figure 1. the graph above can be seen that the average value of the number of students who have completed and not completed the initial test, cycle I, cycle II has increased. The increase was in the initial test average score of 41.92 with only 6 students (15.38%) completing the study and 33 students not completing (84.61%) of the total students.

After the action was taken using the Story Calendar learning media, the average value increased to 64.03 in cycle I with the number of students who completed as many as 21 students (53.84%) and 18 students who had not completed (46.15%). From the results obtained from cycle I, the researcher used cycle II to improve students' listening and speaking abilities. The results obtained in cycle II increased with the number of students who completed as many as 35 students (89.74%) and 5 students who had not completed (10.25%). Based on the results of the students' listening and speaking skills which were increasing, it could be concluded that through the use of the Story Calendar learning media the

listening and speaking skills of class II and III students at SDN No. 047175 Siosar on literacy learning in the Indonesian language subject.

CONCLUSION

Based on the results of research conducted in class II and III SDN No. 047175 Siosar, Brand District, Karo Regency, North Sumatra Province, to improve students' listening and speaking abilities through the Story Calendar learning media in Literacy learning in Indonesian subjects, the researchers made the following conclusions: Students' listening ability in the initial test (pretest) was still low before the application of the media Story Calendar learning. With classical completeness only 15.38%, that is, there are only 6 students who have the ability to complete KKM.

Based on the results of the study, it was shown that students' listening skills through the final test (posttest) after the implementation of cycle I with 2 meetings, 21 students (53.84%) completed the KKM while 18 students (46.15%) did not complete the KKM. To determine the significant increase in students' listening skills, cycle II was carried out with 2 meetings. From the results of the final test (posttest) of cycle II, it was discovered that 35 students (89.74%) had completed the KKM and 4 students (10.25%) had not completed the KKM.

Students' listening abilities increased after implementing the Story Calendar learning media in classes II and III at SDN No. 047175 Siosar on Literacy learning in the Indonesian language subject. By applying the Story Calendar learning media in Indonesian subjects, it can improve the quality of the Literacy learning process.

Based on the research results and conclusions above, several suggestions can be put forward, namely as follows: 1) Teachers at SDN No. 047175 Siosar is expected to teach by using the Story Calendar learning media as an alternative in learning activities because the Story Calendar media can improve students' listening and speaking skills, especially in the Indonesian language subject; 2) Students are expected to be more enthusiastic in learning and the importance of understanding each lesson for the benefit of their lives in the present and the future; 3) For other researchers as reference material for developing research in education.

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