



Environmental Approach Assisted by Realia Media in Science Learning in Elementary Schools

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Abstract: Based on the results of observations and discussions with the class V teacher at sekolah dasar negeri Kajhu Aceh Besar, there were problems found in the science learning process, where students were less interested in the learning process provided by the teacher, such as a lack of student activity in searching for and finding new information to solve problems. Therefore, it is necessary to actively involve students in learning. This research aims to determine the application of the environmental approach assisted by realia media to improve student learning outcomes in class V science learning at the Kajhu State Elementary School, Aceh Besar. The method used in this research is Classroom Action Research. The data collection techniques used are observation and tests, the data analysis techniques used use the percentage formula. The results of the research showed that teacher activity in cycle I obtained a percentage of 77.88% in the good category, cycle II experienced an increase of 88.46% in the very good category. Student activities in cycle I obtained a percentage score of 80.76 in the good category, increasing in cycle II to 89.42% in the very good category. The increase in student learning outcomes in the first cycle was 52.63% in the poor category, and in the second cycle there was an increase of 90.47% in the very good category. So it can be concluded that the application of an environmental approach assisted by realia media can improve student learning outcomes at the Kajhu State Elementary School, Aceh Besar.

Keywords: Environmental approach, realia media, learning outcomes, science learning

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INTRODUCTION

Science learning is a collection of knowledge that is systematically arranged and focused on understanding natural phenomena (Widiana, 2016). Science learning is different from other learning. Science learning is identical to the use of scientific methods and scientific attitudes that involve observation, testing, and deep understanding of natural phenomena (Khusniati, 2012). This allows for the development of better theories and knowledge about the universe. Furthermore, science learning is not only a collection of knowledge about objects or living things, but requires work, ways of thinking and ways of solving problems (Jufrida et al., 2020). Specifically, science learning is closely related to how to find out about nature systematically, not only a collection of knowledge in the form of

facts, concepts, and principles, but also a process of solving problems and discovering knowledge.

Thus, science learning is not only mastering a collection of knowledge, but also a process of discovery that stimulates students to be actively involved in it. Learning science is actually not memorizing meaningful words, but rather by providing direct experience to connect material with real-world situations (Lubis et al., 2021). One of them is by utilizing the surrounding environment as a source of student learning to help students master science concepts easily (Widya, 2021). The environmental approach allows students to make observations in concrete or real situations (Dasopang et al., 2022; Yuliani & Habibi, 2021). The positive impact of the environmental approach is that students can be stimulated to be curious about something in their environment (Silvia et al., 2021). Students will feel more challenged because students are dealing directly with real objects.

One of the approaches closest to students is the environmental approach (Damayanti, 2023). The environmental approach is very suitable for science learning to attract interest in learning and improve students' critical thinking skills (Johannes, 2023). The environment is one of the most important learning resources and has very valuable values in the context of the student learning process (Dasopang & Lubis, 2021; Santrock, 2011). The use of the environment allows for a more meaningful learning process. This is because children will be faced with real conditions so that they can solve environmental problems and instill an attitude of love for the environment. Furthermore, the environmental approach is one of the learning approaches that seeks to increase student involvement through the use of the environment as a learning resource (Zuhaida & Mubtasyiroh, 2022). This approach assumes that learning activities will attract students if what is learned is taken from the environment, so that what is learned is related to life and is beneficial to the environment. In addition to using appropriate learning approaches, the use of learning media is also very important in science learning (Asyhari & Silvia, 2016). So that with the use of appropriate learning media, teachers can illustrate difficult concepts more clearly, make learning more interactive and facilitate student understanding (Lubis, 2023; Ningsih et al., 2023; Nurliza et al., 2024). In addition, learning media can also bring real-world contexts into the classroom, making learning more relevant to students (Arsyad, 2011; Kimianti & Prasetyo, 2019; Lubis & Dasopang, 2020). Therefore, teachers who are able to utilize learning media properly will be able to create a more positive and beneficial learning experience for students (Dasopang et al., 2023; Lubis, 2019; Putra et al., 2023), including in science learning. One of the media that can be used is realia media.

Realia media are real objects used as learning resources in the learning process (Handayani & Subakti, 2021). These realia media are real objects that can be presented in the classroom to help students understand concepts or subject matter in a concrete way (Susilowati et al., 2021). The use of realia media can improve students' understanding, because this media can see and feel the objects directly. This is one of the effective teaching methods to facilitate deeper learning (Harianja et al., 2022; Kartini, n.d.).

Based on the results of a preliminary study conducted using observation and discussion techniques with fifth-grade homeroom teachers at Kajhu Aceh Besar State Elementary School, there are still problems found, especially in science learning. In the science learning process, students show an attitude of disinterest in the learning process given by the teacher. This can be seen from the lack of student involvement in learning, low attention to the material presented, and most students tend to be busy with their respective activities. although learning media can be obtained from things in the surrounding environment, such as biodiversity, natural resources, and other objects in the environment. Therefore, the use of the environment as a learning medium can provide many benefits. Natural or artificial environments can be valuable resources to improve student learning outcomes. Learning experiences that involve the environment can help students understand concepts more realistically and sharpen their skills. In this way,

student learning outcomes can improve because learning becomes more involved and relevant to them.

The science learning outcomes of grade V at Khaju Aceh Besar State Elementary School are still relatively low when the author conducted observations in grade V, many students whose science learning outcomes are still relatively low based on interviews with grade V teachers, he said that the science learning outcomes of grade V were 19 students who scored below 70 and below (Minimum completion criteria limit of 70), while 11 other students scored 70 and above. The main purpose of this teaching is to stimulate the development of students' mindsets and to improve their learning achievements through active experiences in exploring knowledge and attitudes that can be obtained through the learning process. Despite the hard work made by the teacher, student learning outcomes have still not reached the expected level. Therefore, a solution is needed to overcome this problem, one of which is to apply an environment-based approach using realia media. This approach can help students hone and deepen their understanding, which in turn is expected to improve student learning outcomes, especially in science subjects.

METHODS

This research is a classroom action research. Classroom Action Research is a research used to improve the quality and standard of learning in the classroom. Based on this, this research aims to improve student learning outcomes in science learning using an environmental approach assisted by realia media. This research involves a series of actions and reflections carried out as an effort to solve learning problems that arise in the classroom. This research focuses on improving the quality of learning in the form of student learning outcomes, both academic and non-academic aspects, as well as other problems related to the teaching and learning process in the classroom.

This research was conducted through a cycle consisting of planning, implementing actions, observing, and reflecting. Each cycle aims to identify problems, design corrective actions, test them, and adapt according to the results of observations. This research can stimulate collaboration between teachers, encourage personal reflection, and allow them to ask each other in an effort to research can grow and have a positive impact on the development of Education in the school environment. research can grow and have a positive impact on the development of Education in the school environment.

This research was conducted at the Khaju Aceh Besar public elementary school, Baitussalam sub-district, Aceh Besar district, this research was conducted in the 2023/2024 academic year, even semester. The subjects of this study were all students in class V.A at the Khaju Aceh Besar public elementary school with a total of 30 students. Consisting of 15 boys and 15 girls. The researcher took class V.A at the Khaju Aceh Besar public elementary school because of the lack of student learning outcomes during the learning process.

Data collection in this study was carried out using test and observation techniques. Tests are used to measure improvements in student learning outcomes, while observations are used to measure teacher and student learning activities. The type of test used is a written test with multiple choice questions. The observation used in this study is non-participant observation. The scale used in the observation is a Likert scale with a range of 1-4. The data obtained were then analyzed using descriptive statistical techniques by comparing the score and percentage of passing classically against the research success indicators.

RESULTS

This research is a classroom action research, which is an activity carried out to observe events in the classroom to improve practices in learning to be more qualified in the process so that learning outcomes are better. The learning process can be said to be

optimal if there is activeness of teachers and students in the learning process. The achievement of a learning objective means that the teacher has succeeded in teaching. The success of teaching and learning activities is known after a test is held with a set of questions. The extent to which the level of success of teaching and learning activities can be seen from the absorption of students and the percentage of student success in achieving learning objectives can be seen from the learning outcomes.

This study was only conducted in 3 cycles which aimed to see the implementation of the Contextual Teaching and Learning approach. The results of data analysis on teacher activities, student activities, and learning outcomes showed that the learning that took place had met the criteria for learning the Contextual Teaching and Learning approach, there was an increase obtained from cycle I to cycle II and from cycle II to cycle III. The following researchers will discuss the data analysis of teacher activities, student activities and learning outcomes on the implementation of the Contextual Teaching and Learning approach.

This research is a Classroom Action Research conducted from 21-25 May 2024 in class V.A, Kajhu Public Elementary School. This research consists of two cycles, cycle I was held on Tuesday and Wednesday, May 21-22, 2024 and the second cycle was held on Friday and Saturday, May 24-25, 2024. This research was carried out by implementing the Environmental Approach assisted by Relalia on Topic B My Indonesia is Rich in Life and Topic C My Indonesia is Rich in Nature by conducting research on learning process activities using observation sheets of group activities, student activities, test questions at the end of the lesson which contain multiple choices of 10 questions in each cycle.

Teacher Activity

Based on the research results obtained from the observation of Gulrul Ultulk's activities to improve learning outcomes by implementing the Environmental Approach assisted by Relalia on Topic B My Indonesia is Rich in Life and Topic C My Indonesia is Rich in Nature observed by the homeroom teacher of V.A, namely Ibul Zahnina, S.Pd. with the survey obtained as many as 77.88% in the good category. Based on the results of the activities carried out in cycle I, it shows that there are several aspects that still need to be improved in the learning process, where in the preliminary activities, the teacher was able to convey the learning objectives well to the students and the teacher was able to control the students during the learning process.

At the core activity stage, the teacher was not clear when giving provocative questions to students, so that students did not understand the questions given, the teacher was still in a hurry when explaining the lesson material, the teacher was not clear in directing students to focus on the topic of biodiversity, Gulrul conveyed the learning objectives to students not in accordance with those in the teaching module, only 1 learning objective was delivered, the teacher was less able to guide students when dividing groups so that they were not orderly when carrying out the learning process, the teacher only showed a video of the influence of geographical location to students but was not clear in directing students to focus on the topic of biodiversity, the teacher was not clear in providing direction to students to teach each other their groups, the teacher only guided some students who had difficulty completing the LKPD and the teacher only gave rewards to some groups. In the closing activity, students gave conclusions but the teacher forgot to provide reinforcement for the conclusions that had been explained by the students and the teacher only asked some groups to express their reflections. Therefore, improvements are needed in the next cycle to correct the shortcomings in cycle I. After reflection, it was continued in cycle II on May 24-25, 2024.

In cycle II, there has been an increase with a percentage of 88.46%. Based on these data, it shows that the teacher's ability to manage learning has been carried out well with the Implementation of the Environmental Approach assisted by Realia Media. The percentage obtained in cycle II was 88.46% in the Very Good category. The percentage obtained for each cycle can be seen in the picture below.

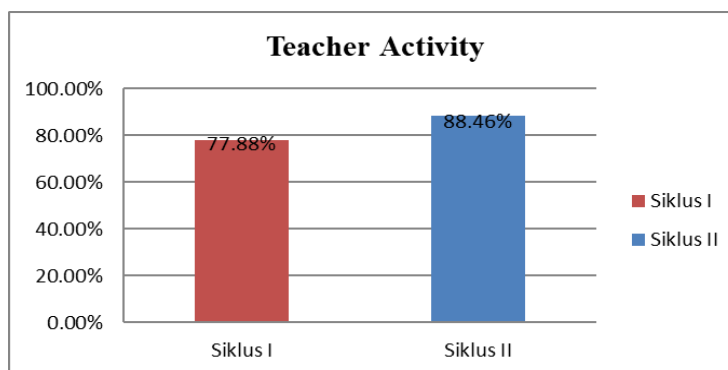


Figure 1. Teacher Activity

Based on Figure 1 above, it is concluded that the implementation of the Environmental Approach assisted by Realia Media is able to increase teacher activity, the increase was obtained because there were several shortcomings that had been done at the reflection stage when the learning process was complete. The increase that occurred in each cycle was inseparable from the role of the teacher in implementing the Environmental Approach assisted by Realia Media, this is in line with Adela's opinion that the Environmental Approach is a learning approach carried out by teachers to be able to increase student involvement in carrying out the learning process that involves the environment as a source of learning. The role of teachers in choosing the right approach in the learning process will also help students tend to be active in carrying out the learning process in class.

Student Activity

Based on the research results obtained from the Observation of student activities by implementing the Environmental Approach to improve Learning Outcomes observed by fellow researchers, namely Azza Ariqa. Based on the results of the activities carried out in cycle I, it shows that there are several deficiencies that have been corrected, the percentage obtained in cycle I was 80.76 in cycle II increased with a percentage of 89.42 in the very good category, this proves that the application of the Environmental Approach assisted by Realia Media is able to increase student activity in the initial, core and closing activities, students have listened to the explanation given by the teacher and obeyed all instructions given. The percentage obtained can be seen in the picture below.

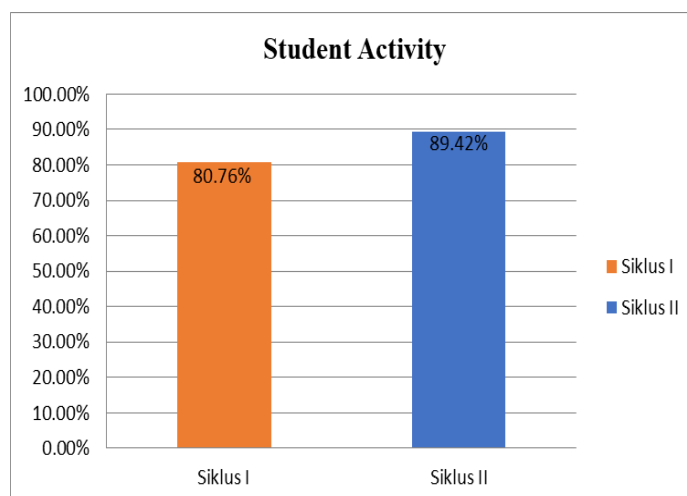


Figure 2. Student Activity

Based on Figure 2 above, that student activity in cycle II increased compared to cycle I, the increase was obtained because there were several deficiencies that were managed well such as the teacher's assertiveness in managing the learning process. every student activity in participating in learning in the initial, core and closing activities has been carried out well.

The increase in student activity from cycle I to cycle II can be said that students have understood the material well and have succeeded in carrying out the learning process as expected. The basic ability of each student in understanding the subject matter varies, some students have high abilities, medium abilities, and low abilities. Students who have high abilities usually have high motivation in learning, enthusiasm in carrying out the learning process while students who have low abilities tend to be lazy in following the learning process.

Learning Outcomes Analysis

Student Learning Completeness is achieved if it meets the Minimum Completeness Criteria set in Kajhu state elementary school, which is 70 for each individual. Student learning outcomes are obtained from the answer scores given to students in the form of 10 multiple-choice questions after the learning process is complete, then the data is processed to obtain the percentage value for each cycle.

Based on the data obtained from the test questions given to students in each cycle there was an increase. Student learning completeness The percentage obtained classically in cycle I was 52.63% in the Less category and in cycle II there was an increase of 90.47% in the very good category. The percentage of student learning outcomes in the learning process in cycle I and cycle II can be seen in the diagram below.

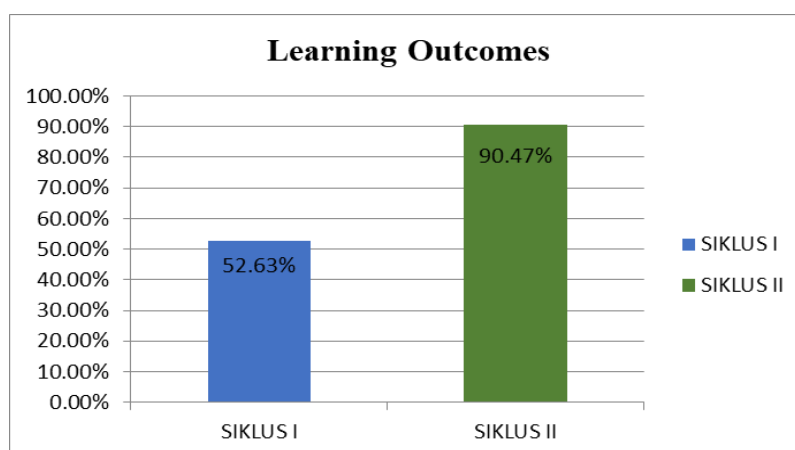


Figure 3. Learning Outcomes

Based on Figure 3 above, it is concluded that the implementation of the Media Realia Assisted Environmental Approach is able to improve Student Learning Outcomes, this can be seen from the percentage obtained in each cycle has increased, overall the number of students has been able to solve the questions and has been completed. Based on these data, it proves that the Implementation of the Media Realia Assisted Environmental Approach is able to Improve Student Learning Outcomes, this is in line with Mulyani's opinion that a meaningful learning approach will help the concepts found by students during the learning process, learning requires active student involvement in the learning process that focuses on things that are interesting to students much better than attracting their attention to do activities at the teacher's choice. The theory that is in accordance with the Environmental Approach is the cognitive learning theory from Piaget's perspective, the stages of children's cognitive development in understanding the subject matter are different. Therefore, with the Implementation of the Environmental

Approach in the learning process, it will help students understand the subject matter well because the learning carried out involves the environment as a source of learning.

DISCUSSION

The results of the study indicate that the use of an environmental approach assisted by realia media can improve elementary school students' learning outcomes in science learning. Improvement in learning outcomes occurs through the touch of several aspects. The first aspect is the use of an environmental approach that is used which makes the presentation of learning more contextual by involving the environment as a source of learning for students. This is in accordance with the findings of Satriani et al. (2015) which states that the process of achieving learning objectives will take place easily and effectively if carried out by involving the contextual environment in students. Furthermore, Widya (2021) states that the environmental approach is one of the learning approaches that is very suitable for use in science learning.

Improvement of student learning outcomes also occurs through the use of realia media. The use of realia media in science learning helps students to understand abstract concepts. This is in accordance with the findings of Yunita & Wijayanti (2017) which states that learning media can help present abstract objects to be more real in learning. Presentation of more real objects will help students to understand the learning concepts given so that learning objectives can be achieved properly (Kusumawati, 2016).

The use of learning media also helps attract students' interest in learning. Students' interest in learning media is one of the factors that increases students' interest in learning (Lubis & Lubis, 2024). Increasing students' interest in learning can help the process of achieving learning goals. This is because students' motivation and enthusiasm in participating in the learning process are optimal (Dasopang et al., 2023).

CONCLUSION

Based on the results of research conducted at Kajhu Aceh Besar State Elementary School with the Implementation of the Media-Assisted Environmental Approach, Realia Media has succeeded in improving Student Learning Outcomes in Science learning in class V.A of Kajhu Aceh Besar State Elementary School. This can be seen in the increase in Student Learning Outcomes during the learning process with the Implementation of the Media-Assisted Environmental Approach in Science learning cycle I, the percentage obtained was 52.63% in the Less category and in cycle II there was an increase of 90.47% in the very good category. This increase was obtained from the teacher's efforts in managing.

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