



INCREASING STUDENT PARTICIPATION THROUGH LEARNING CONCEPT MAP OF EARLY CHILD EDUCATION STUDENTS

Muhammadi¹

Open University, Indonesia

Email : muhammadi@ecampus.ut.ac.id

Yusrafiddin²

Open University, Indonesia

Email : yusrafiddin@ecampus.ut.ac.id

Harnon³

Open University, Indonesia

Email : harnon@ecampus.ut.ac.id

Johannes⁴

Open University, Indonesia

Email : johannes@ecampus.ut.ac.id

Eka Evriza⁵

Open University, Indonesia

Email : eka.evriza@ecampus.ut.ac.id

Kula Ginting⁶

Open University, Indonesia

Email : kulaginting@ecampus.ut.ac.id

Abstract

This research is Classroom Action Research (CAR). The research was conducted for 2 cycles with 3 meetings. Methods of data collection using written tests, observation sheets to observe the participation of Early Childhood Education students. The results showed that there was an increase in Student Participation Through Concept Map Learning for Early Childhood Education students. In cycle I it was 52.50% and in cycle II it was 75.83%. So, from cycle I to cycle II, students' reading comprehension ability increased by 23.33%. While the increase in

student participation through learning concept maps for Early Childhood Education students in cycle I was 41.67% and in cycle II was 75%. So from cycle I to cycle II it increased 33.33%. Therefore it can be concluded that Concept Map learning can increase student participation in early childhood education.

Keywords: *Student participation, Concept Map Learning, Early Childhood Education Students.*

A. Introduction

Education is a planned effort carried out by humans to develop all the potential that exists in these humans. The effort is to provide quality education to every human being. The quality of education can be measured by the quality of all elements that support education, namely teachers (teaching staff), students (students) and the learning process that takes place. However, in reality, our world of education still faces various problems related to the learning process of students in the classroom, the application of the learning methods used, as well as the availability of facilities and infrastructure in schools that support the learning process for students (Margono, 2010). The success of the learning process can be seen from how far the development of students' understanding of concepts from before the learning process is carried out until after the learning process takes place. Understanding the basic concepts at the beginning of learning will determine the learning success of the students who will be taught. A solid initial concept will make it easier for students to accept new concepts given in the learning process. According to Joni (in Hamdani, 2011: 18) learning strategy is a procedure used to provide a conducive atmosphere to students in order to achieve learning objectives. Whereas Djamarah (2010: 328) provides an understanding of learning strategies as the ways that are chosen and used by teachers to convey lesson material so that it makes it easier for

students to receive, understand,

Given that not all courses can be absorbed properly by students during the learning process, it is necessary to create a media to make it easier for students to understand lecture material. Lecture material that normally can only be read through teaching modules, both print and digital, can now be developed through concept maps. Concept maps can essentially make it easier for students to understand a material. Through mapping from one title to another, it is hoped that Early Childhood Education students can increase their participation. Concept maps according to Martin (in Trianto, 2007: 157) are important new innovations to help children produce meaningful learning in the classroom. Concept maps provide concrete visual aids to help organize information before it is studied. In fact, during the learning process, early childhood education students were still less active in participating in the learning process due to boredom in reading lecture modules. Therefore, through learning concept maps, it is hoped that Early Childhood Education students can increase their participation in learning so as to create fun learning with tutors.

Theoretical Review

1. Definition of Student Participation

According to Sardiman (2011: 101) participation can be seen in physical activity, what is meant is active students with their limbs, making things, playing, or working, they don't just sit and listen, see or be passive. Aspects of physical activity and psychological activity include:

- a. *Visual activities*: read and pay attention
- b. *Oral activities*: stating, formulating, asking, giving suggestions, issuing opinions, interviews, discussions, interruptions, and so on.

- c. *Listening activities*: listen to descriptions, conversations, discussions.
- d. *Writing activities*: write, copy.
- e. *Drawing activities*: drawing, making graphs, maps, and so on.
- f. *Motor activities*: conduct experiments, create models.
- g. *Mental activities*: consider, remember, solve problems, analyze, see relationships, make decisions.
- h. *emotional activities*: interested, bored, happy, calm, and so on

In the learning process tutors can increase student participation by causing active learning in students. Activities that can be carried out by the teacher (Yeni Herawati, 2008) include:

- a. Using multimethod and multimedia.
- b. Give assignments individually or in groups.
- c. Provide opportunities for students to carry out experiments in small groups.
- d. Assign assignments to read study materials, take notes on things that are unclear, and hold questions and answers and discussions.

This definition emphasizes that participation is a tool to achieve common goals which is a psychological aspect that encourages individuals to act in order to achieve goals. From this understanding, there are elements of participation, namely responsibility, willingness to contribute to achieving common goals, and involvement in groups.

1. Definition of Learning

Learning is a process of student interaction with education and learning resources in a learning environment. Learning is assistance

provided by educators so that the process of acquiring knowledge and knowledge can occur, mastering skills and character, as well as forming attitudes and beliefs in students. In other words, learning is a process to help students learn well. Learning is a complex activity. Learning is essentially not just conveying messages but is also a professional activity that requires teachers to be able to use basic teaching skills in an integrated manner and create efficient situations (Mashudi, Toha et al, 2007: 3). Quality learning is highly dependent on the motivation of the teacher's creativity,

Trianto (2010: 17) says 'Learning is a complex aspect of human activity, which cannot be fully explained'. Learning in simple terms can be interpreted as a product of continuous interaction between development and life experiences. Learning in a complex sense is a conscious effort from a teacher to teach his students (directing student interaction with other learning resources) in order to achieve the expected goals. Hardini and Puspitasari (2012:10). "Learning is an activity that intentionally modifies various conditions directed at achieving a goal, namely achieving curriculum goals".

2. Concept Maps

Concept maps are an important new innovation to help students produce meaningful learning in the classroom. Learning focuses on how the student learning process and involves students actively in the learning process. According to Dahar R, (2011, p. 106) states that concept maps are developed to dig into the cognitive structure of lessons and to find out both for students and teachers, see what students know. According to Sugiyanto, (2013, p. 72) states that concept maps use sensory visual reminders in a pattern of ideas related to learning, organizing, and

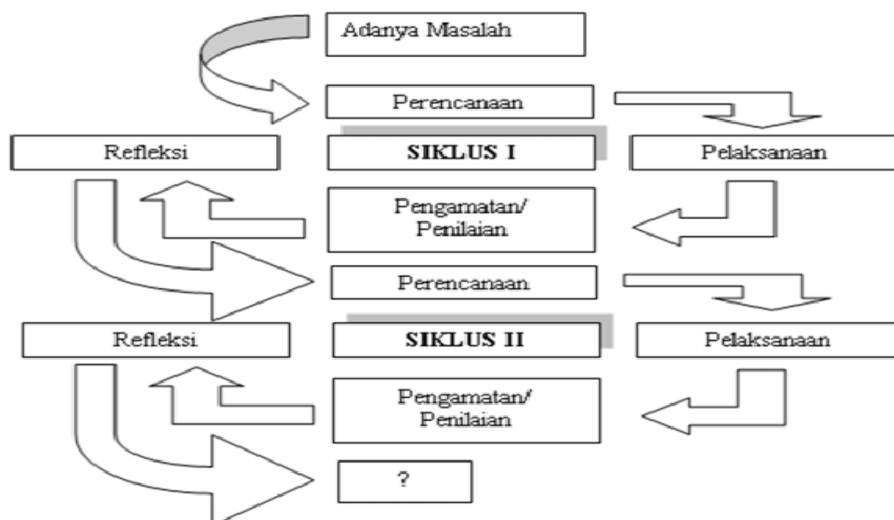
planning, these maps can generate original ideas and trigger memories easily much more easier than traditional record keeping.

From the opinion above, it can be concluded that a concept map is a chart or picture in the form of a graphic illustration that explains something that contains the relationship between several concepts and other concepts that are shown or represented by keywords and connected by lines, so that it can describe an understanding in a concise and easy way. understood. The use of concept maps is very important because concept maps help make abstract information concrete and can increase memory of a concept in a subject matter because the material is presented concisely and by connecting concepts to one another and represented with keywords as a form of reminder and marker of a lesson. draft. In addition, in learning media concept maps can be used to present material by the teacher by noting

B. Method

The design specified in this research is Classroom Action Research. According to Aqib (2006: 30), PTK is an examination of activities that are deliberately raised and occur in a class. Arikunto (2010: 137) explains that in the implementation of PTK there are four important stages, namely planning, implementation, observation and reflection. The data collected in this study is a combination of qualitative data and quantitative data. Thus the analysis of the data from this study is an analysis of qualitative descriptions and quantitative descriptions.

The following is a PTK flowchart according to Arikunto



C. Results and Discussion

The results of this study indicate that an increase in student participation through learning concept maps of Early Childhood Education students in cycle I and cycle II has increased. This increase was achieved after the implementation of the learning process using a concept map can be seen in the following table:

Table 1. Results of Increasing Student Participation Through Concept Map Learning in Early Childhood Education Students Cycle I and Cycle II

No	Indicator	Test Value			
		Cycle I		Cycle II	
		Pretest	Posttest	Pretest	Posttest
1.	Average	57.08	71,66	69,58	80
2.	Highest score	80	95	80	100
3.	Lowest score	40	60	55	60
4.	Completeness	25%	41.67%	58.33%	75%

From the results of the study, the level of student participation through concept map learning in early childhood education students in the first cycle was known to be 25% pretest, and 41.67% in the posttest, while in the second cycle the level of student participation through pretest learning was 58.33%. and posttest by 75%. So the level of Student Participation through Learning from cycle I and cycle II increased by 33.33%, then the desired target has been achieved for the level of Student Participation through Learning, because at the end of the cycle it has reached the specified target of 75%.

So, from the results of the research above, student participation can be increased through Concept Map Learning in Early Childhood Education Students

D. Conclusion

Based on the results of the classroom action research that has been described, it can be concluded as follows;

Increasing student participation can be done through Concept Map Learning for Early Childhood Education Students. With the mastery of increasing student participation through learning concept maps in early childhood education students in the first cycle of 41.67% and in the second cycle of 75%. So from cycle I to cycle II the level of student participation increased by 33.33%..

Bibliography

- Aqib, Zainal. 2006. Penelitian Tindakan Kelas. Bandung: Yrama Widya.
- Arikunto, S. 2010. Prosedur Penelitian Suatu Pendekatan Praktik. Jakarta: Rineka Cipta.
- Djamarah, Syaiful Bahri dan Aswan Zain. 2010. Strategi Belajar Mengajar. Jakarta: Rineka Cipta.
- Hamdani. 2011. Strategi Belajar Mengajar. Bandung : Pustaka Setia.

- Margono. 2010. Metodologi Penelitian Pendidikan. Jakarta: Rineka Cipta.
- Mashudi, Toha dkk, (2007 :3): Pembelajaran di SD. Diakses dari laman web pada tanggal 17 Februari 2023 Pukul 16.00 WIB dari: <http://masguruonline.wordpress.com/2013/05/20/karakteristik-umumpembelajarandisekolahdasar/>
- Sugiyanto. (2013). Model-Model pembelajaran Inovatif. Jakarta: Yuma.
- Trianto, (2007). Model-model Pembelajaran ilnovatif berorientasi konstruktivistik. Prestasi Pustaka: Jakarta.
- Yeni, Herawati. (2008). Peningkatan Partisipasi Siswa Dalam Pembelajaran Biologi Melalui Optimalisasi Penggunaan Dengan Model Pembelajaran Problem Based Learning. Laporan Penelitian. UNY.