

Problem Based Learning Based on Tamansiswa Tri N Teachings to Improve the Capital Letters Mastery in Elementary School

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1. Abstract

This study aims to improve the understanding of capital letters in grade 1 students through models *Problem Based Learning* based on the teachings of Tri-N Tamansiswa in an elementary school in Kapanewon Kalasan, Yogyakarta. This research is a type of Classroom Action Research that was conducted in two cycles, each cycle consisting of two meetings. The design of this study uses the Kurt Lewin model. The data collection techniques used are observation and tests. The results of the study showed an increase in the understanding of capital letters in grade 1 students, namely in cycle I with an average student score of 53.4 (moderate) and a percentage of 37% (low) for students who completed KKM. Then in cycle II, it increased with an average student score of 75.1 (good) and a percentage of 81% (good) of students who completed KKM. This means an increase of 44%. Thus the learning model *Problem Based Learning* based on Tri-N Tamansiswa Teachings can improve skills in understanding capital letters.

Keywords: Capital Letters, Problem Based Learning, Tri N, Understanding

2. Introduction

Learning is a process of interaction between students with educators and learning resources in a learning environment. Learning also needs to direct students to the learning objectives contained in the 2013 curriculum in Permendikbud Number 24 of 2016 which develops student competencies including attitude, spiritual, social attitudes, knowledge, and skills competencies (Zuhri Dwi Apriansah & Deri Wanto, 2022). One of the important lessons is learning Indonesian.

Language has a central role in the intellectual, social, and emotional development of students and is a support for success in studying all fields of study. Language learning is expected to help students get to know themselves, their culture, and the culture of other people, express ideas and feelings, participate in communities that use that language, and find and use the analytical and imaginative abilities that exist within them. Besides that, learning Indonesian is also directed at improving the ability of students to recognize letters, especially the first letter of a paragraph or sentence, namely capital letters.

The use of capital letters is considered important because it forms the basis and will be used later in various issues. The skill of recognizing capital letters also has an important role for Grade 1 students, because if you have been taught capital letters from an early age, applying them in the future will also be much easier.

However, the reality is that the use of capital letters is not as expected. This was further strengthened by observations made by researchers in April 2023 that students were still unable to write their full names correctly according to the use of capital letters. Students also cannot recognize letters, for example, b and d are often reversed. This is reinforced

by research by Purnamasari (2020) which states that students in Indonesia have not been able to properly understand the use of capital letters. The results of this study indicate that as many as 49 students' writing analyzed found 403 capital letter writing errors consisting of errors at the beginning of the sentence and in the middle of the sentence 44%, after punctuation 13%, day names and month names 12%, people's names 3%, and place name 28%. Judging from the class teacher in teaching, he still uses the lecture method without using a learning model to improve his ability to recognize letters. Teachers only use thematic books and worksheets to convey material. This will result in students being less active and less enthusiastic. One of the solutions needed is support to increase students' understanding, namely the learning model.

The learning model must be adapted to the needs of students. This is in line with research (Irma Sari et al., 2021) that learning models have an important role in increasing students' understanding. One learning model that can be used is Problem-Based Learning. This is proven by research conducted by (Afridiani et al., 2020; Amalia et al., 2021; Nurwahid & Shodikin, 2021; Syamsudin, 2020) states that problem-based *learning* can be used to improve the learning process and make it easier for students to understand learning. What makes it different from previous research is the use of this learning model based on Tri-N.

Tri-N is a learning strategy from Ki Hajar Dewantara where this strategy is felt to be able to strengthen students' understanding through three phases. The phases are *Niteni* : students first observe and pay close attention to the teacher's directions and explanations about the subject being studied. *Niroake*: this is the phase of the teacher ensuring that

students understand well what is conveyed. If students cannot imitate, the teacher needs to provide a re-explanation so that the child can properly imitate what has been explained. If students can imitate well in this phase, the phase observed is proven to work as intended. The last phase of this teaching is *Nambahake*. This is where the freedom of students in creativity is shown. Through direct experience in participating in learning or answering questions, students will have meaningful experiences and students will more easily understand a material.

The existing problems are nothing new. Previous research has also discussed this related research such as Method Drill (Rahayu, 2021; Rochmiyati, 2023) regarding the implementation of the Tri N-based literacy program at Panggang Tanjungsari State Elementary School, (Anik Dwi Nurmawati et al., 2022) regarding the Implementation of the "Tri Nga" Student Park Teaching through the Discovery Learning Model (Nisa et al., 2019) regarding Tri N (Niteni, Niroake, Nambahake) in Developing Student Creativity, and (Widodo, 2021) regarding Improving Capital Letter Writing Skills through Kahoot Educational Game Media.

Based on this explanation, a study entitled "Problem Based Learning Based on Tamansiswa Tri N Teachings to improve skills in understanding capital letters in Elementary School" aims to conduct research related to improving skills in understanding capital letters with the Tri-N Tamansiswa teaching-based PBL model for grade 1 students in an elementary school in Kapanewon Kalasan, Yogyakarta. This research is expected to be able to make a good contribution to researchers, students, and teachers in increasing students'

understanding of the use of capital letters as well as providing access to additional references in the proper use of capital letters.

3. Methods

3.1. Participants and context

This research was conducted to see an increase in students' understanding of capital letters, namely their form and use. The research process was carried out on learning Indonesian. The subjects of this study were grade 1 elementary school students at an elementary school in Kapanewon Kalasan, Yogyakarta in the even semester of the 2022/2023 academic year with a total of 27 students consisting of 17 male students and 10 female students. The things observed in this study were learning activities, teacher activities, student activities during the learning process, and student test results. This classroom action research was carried out in two cycles with two meetings in each cycle.

3.2. Material

The Each cycle in implementing this classroom action research consists of four stages according to Kurt Lewin's model in Muhaimin (Nida Winarti et al., 2022) namely: (1) planning (*planning*), (2) action or actions (*acting*), (3) observation (*observing*), and (4) reflection (*reflecting*). This stage is a round of sequential activities and must be carried out in each cycle.

This study uses two instruments. First, using observational instrument techniques to see the learning process using a problem-based learning model based on the teachings of Tamansiswa Tri-N in understanding capital letters. Second, using test instrument

techniques, namely to determine the increase in students' understanding of capital letters in each cycle.

3.3. Data Collection and analysis

The Data collection techniques carried out in this study were tests and non-tests, namely as follows:

3.3.1. Observation

Sutrisno Hadi in (Hadi, 2006) suggests that observation is a complex process, a process composed of various biological and psychological processes. Observation techniques in this study were used to observe the learning process in understanding capital letters *through Problem Based Learning based* on Tamansiswa Tri-N teachings for grade 1 students at an elementary school in Kapanewon Kalasan, Yogyakarta.

3.3.2. Hands

A test instrument is a tool used in the framework of measurement and assessment, usually in the form of several questions/questions given to be answered by the subject under study (students/teachers). The test instrument used by the researcher aims to obtain data on the results of skills in understanding capital letters in grade 1 students at an elementary school in Kapanewon Kalasan, Yogyakarta as an evaluation of the action process in each cycle. There are 5 aspects assessed on the test instrument, namely (1) understanding the shape and sound of capital letters, (2) understanding the use of capital letters as the first letter of writing prefixes. (3) answer questions about writing proper names, (4) fluency in answering questions about the use of capital letters in writing, and (5) the speed of answering questions about the use of capital letters in writing.

3.4. Ethical Considerations

Reflection is used to find out the weaknesses and strengths observed in cycle I. The results of these reflections become a reference in designing learning in cycle II. If the desired results have not been achieved, improvements are made in cycle II until the desired indicators are achieved.

3.5. Limitations to the Study

This classroom action research cannot be generalized to other studies because the results of this classroom action research are only related to students in certain classes. It cannot be concluded that a single technique is effective for improving an aspect.

4. Results and Discussion

Classroom action research at an elementary school in Kapanewon Kalasan Yogyakarta in the 2022/2023 school year was carried out in two cycles. Each cycle is carried out in two meetings. The subject matter used in this study is Indonesian language lessons taking capital letter writing material. The results of students' skills in understanding capital letters are in Table 1.

Table 1. Students' skills in understanding capital letters through oral tests

Criteria	Pra-cycle	cycle I	cycle II
The number of students who completed KKM	5	10	22
Persentase of students complete KKM	18%	37%	81%
The average value of students	45,6	53,4	75,11

Based on Table 1, the first cycle of the teacher applied learning using the PBL model based on Tamansiswa Tri-N teachings through digital learning media, namely interactive

PowerPoint, but the use of interactive PowerPoint alone was not enough to improve students' understanding of capital letters with the percentage of students' completeness being 37%. Therefore, the research was continued in cycle II. Just like the first cycle of learning using the PBL learning method based on Tamansiswa Tri-N teachings, but in the learning step the teacher provides concrete learning media for students. So that students look more active and help students improve their understanding of the use of capital letters with concrete learning media.

Concrete teaching materials are used so that students will learn directly based on and carried out by playing in groups. This is in line with this research (Aini et al., 2019; Apriliani & Radia, 2020; Buchori & Rahmawati, 2017; Hendra Saputra & Pasha, 2021; Kasokawati et al., 2020; Masturah et al., 2018; Safithri & Erviana, 2019) that learning media or teaching materials are needed to improve students' understanding. Furthermore, it is strengthened by research by (Prastowo, 2014; Prayitno & Faizah, 2019; Umardiyah, 2020) that concrete teaching materials provide more experiences that hit the minds and understanding of students.

The results of the oral test on students' understanding in this classroom action research began to show an increase in each cycle. In cycle 1, the increase in capital letter understanding skills was included in the medium category with a value of 53,4. This happened because the teacher only used interactive PowerPoint learning media and did not use it optimally. In cycle II, the use of learning media was added by using concrete learning media in the form of PaPinTal (Capital Letter Smart Board). This media is applied based on the teachings of Tamansiswa Tri-N. The use of concrete learning media is based

on the reflection results that have been carried out in the previous cycle. In cycle II the teacher was able to apply learning well and was able to increase students' understanding. The results of the oral test in cycle I showed an increase in the skills to understand capital letters, namely in the medium category and the percentage in the less category. The results of the oral test in cycle II showed an increase in skills in understanding capital letters, namely in the good category. This is indicated by the majority of students being able to answer questions correctly.

In cycle II, it has shown very good development of learning steps which are supported by digital learning media and concrete learning media as well as seen from the activities of students. The learning method used is still the same in Cycle I and Cycle II. Students look attentive and interested in the learning process. The class also looks active while using concrete learning media. Therefore, the use of concrete learning media can make it easier for students to understand the use of capital letters. Students become more interested and enthusiastic in participating in learning. The number of students increasing their skills to understand capital letters can be seen in the following graph 1.

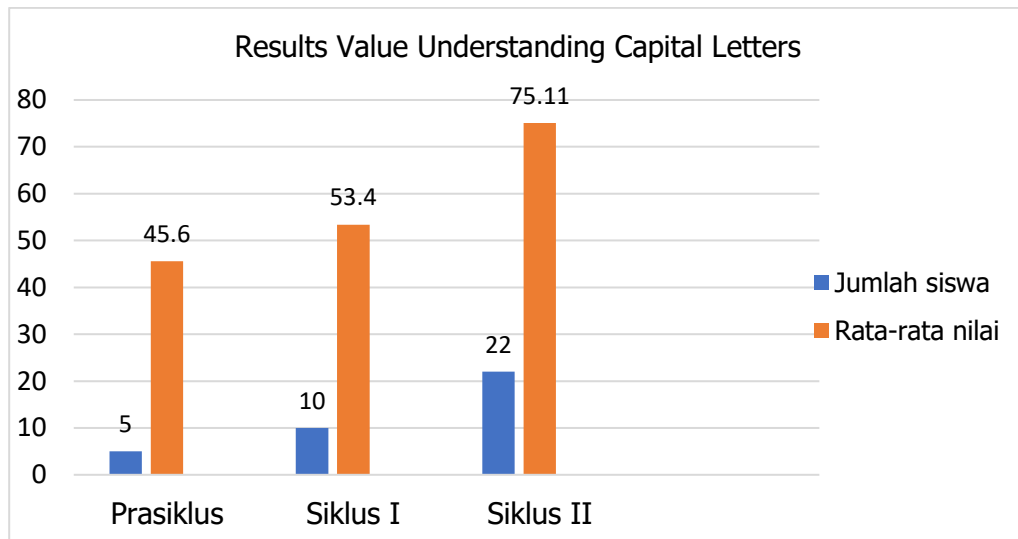


Figure 1 Graph of Average Oral Test Scores and Number of Students Completed KKM

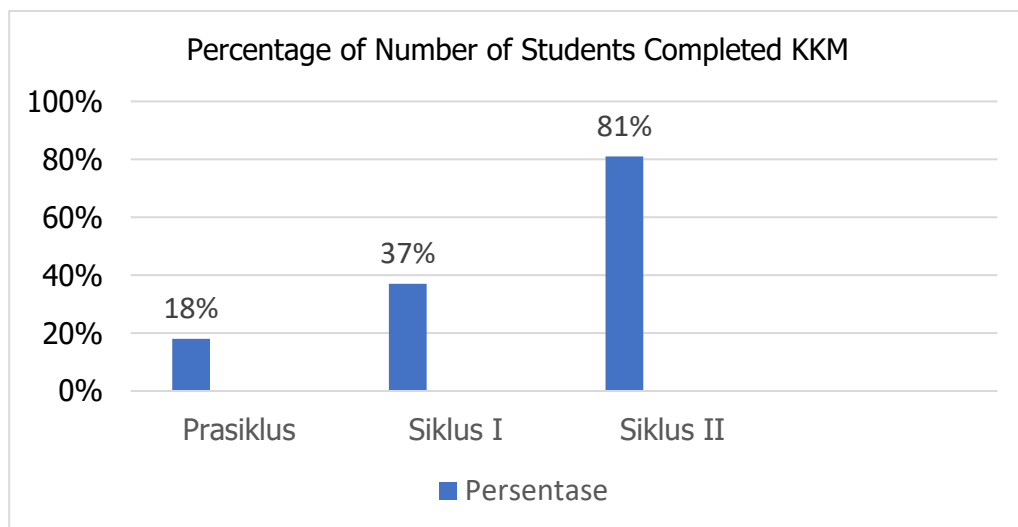


Figure 2 Percentage of Number of Students Completed KKM

In Figure 1 it can be seen that at the initial ability stage, there were only 5 out of 27 students who passed with an average score of 45.6 and figure 2 explains the percentage of 18%. Then in cycle I it increased to 10 out of 27 students with an average value of 53.4 and figure 2 explains the percentage of 37%. In cycle I only 37% of students completed, this happens because:

- 4.1.1. Only a few students are active and think critically in using the model *Problem Based Learning*. It is also explained in research (Abdulah & Retno Winarti, 2022; Agnafia, 2019; Dalimunthe & Ariani, 2023; Harahap et al., 2021; Prasasti et al., 2019; Rosidah, 2018; Rosyada et al., 2019; Yusuf, 2017) that class activity and critical thinking have a significant influence on student learning outcomes.
- 4.1.2. The use of interactive PowerPoint learning media is not optimal and does not make students enthusiastic. This is under research by (Ediyanto et al., 2020; Ismail, 2009; Krismony et al., 2020; Putri & Aji Pradana, 2021; Syafari & Montessori, 2021) that interesting learning media will affect students' learning motivation.

In cycle II the learning outcomes increased to 22 out of 27 students with an average score of 75.11 and figure 2 explains the percentage of 81%. the teacher adds supporting learning media in the form of more interesting concrete media so that students are more enthusiastic about participating in learning. The teacher's improvement steps in cycle II are:

- 4.2.1. Activate students with concrete learning media that are applied based on the Tri-N Tamansiswa teachings. This is reinforced by research (Kustyamegasari &

Setyawan, 2020; Prayitno & Faizah, 2019; Umardiyah, 2020) that Tri N can have a positive influence on students' understanding of the use of capital letters.

- 4.2.2. Provide student worksheets that match their characteristics based on Tamansiswa teachings, namely "adding". This also proves that learning must also be accompanied by support so that it can strengthen the competencies possessed by adjusting the characteristics of students. Using "add" gives an understanding that it influences students. This is reinforced by (A. S. Andayani et al., 2021; M. Andayani & Amir, 2019; Ardhyantama, 2020; Rochmiyati, 2023) that adding influences students' learning experiences.

The improvement results from cycle II were 81% in the good category of students completing KKM. With an average student score of 75.11 in the good category. The success indicator has also reached the limit of 70%. So that in cycle II it has been stated that the application of the method *Problem Based Learning* (PBL) based on Tamansiswa Tri-N teachings can improve skills in understanding capital letters. This is in line with research (Afridiani et al., 2020; Mulia et al., 2016; Rahmayanti, 2017; Syawaly & Hayun, 2020; Tri Pudji Astuti, 2019) that the problem basic learning method can have an impact on understanding learning by getting used to using problems. This is also supported by research (Ardhyantama, 2020; Nisa et al., 2019; Sunarsih, 2016; Zuhri Dwi Apriansah & Deri Wanto, 2022) that Tri N can influence students.

Thus the application of the Problem-Based Learning (PBL) method based on Tamansiswa Tri-N teachings can improve the skills of understanding capital letters in grade 1 students at one of the Kapanewon Kalasan elementary schools, Yogyakarta. Furthermore,

conducting research related to improving skills in understanding capital letters with the PBL model based on the Tri-N Tamansiswa teachings for grade 1 students in one of the elementary schools in Kapanewon Kalasan, Yogyakarta. This research is expected to be able to make a good contribution to researchers, students, and teachers in increasing students' understanding of the use of capital letters as well as providing access to additional references in the proper use of capital letters.

5. Conclusion

Based on the results of the research and discussion, it can be concluded that students were successful in improving student learning in the research seen from 81% of students completing KKM. The ability to understand capital letters increases in each cycle, namely in the pre-cycle phase 5 students pass with an average score of 45.6 and a percentage of 18%. In cycle, I, 10 students passed with an average score of 53.4 and a percentage of 37%. Then in cycle II, it increased to 22 students who passed with an average score of 75.11 and a percentage of 81%. The improvement results from cycle II were 81% in the good category of students completing KKM. With an average student score of 75.11 in the good category. The success indicator has also reached the limit of 70%. So that in cycle II it has been stated that the application of the method Problem Based Learning (PBL) based on Tamansiswa Tri-N teachings can improve skills in understanding capital letters.

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