

How to Apply the Process Skills Approach to Improving Indonesian Language Learning Outcomes in Senior High Schools

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Abstract

This research is a classroom action research (Classroom Action Research) which aims to improve students' Indonesian learning outcomes through learning with a process skills approach. The subjects of this study were students of class X-3 SMA Negeri 4 Palopo with 40 students, 12 male students, and 28 female students. Data collection was carried out using learning outcomes tests and observation techniques, and journals. The author made the research instrument in collaboration with a class X Indonesian language teacher at SMA Negeri 4 Palopo. The collected data were analyzed using quantitative and qualitative analysis. The results achieved after applying the process skills approach in learning are: (1) In the first Cycle, the average score of student mastery is 14.71, (2) In the second Cycle, the average score of student mastery was 65.24; (3) There was an increase in student mastery from Cycle I to cycle II of 50.53; (4) The process skills approach can make students more active and enjoy learning Indonesian. From the results of the research above, it can be concluded that the process skills approach can improve the learning outcomes of Indonesian students in class X-3 SMA Negeri 4 Palopo.

Keywords: Process skills, Learning outcomes

Introduction

Learning is a process. This process can lead to new behavior or changes in existing behavior. These changes are called learning outcomes if they are obtained through practice and experience, not changes by themselves (Dimiyati, 2006). In the world of education, we recognize the existence of educational interactions between a teacher dealing with a student. There is a process of giving and receiving; conventionally, we know that a teacher acts as the giver and students as the receiving party. It continues continuously in every learning process where the teacher always positions himself as the only provider of information and only busy himself as the only information provider and only busy himself

with how learning activities can be completed following the syllabus that has been formulated. In other words, the function of the teacher is only to convey, and students simply listen to what is conveyed by the teacher.

The teacher's task is not only as a profession but also as a humanitarian and social task. A teacher, including: carry out several tasks

- a. The teacher's task as a profession requires teachers to develop their professionalism according to the development of science and technology. Educating, teaching, and training students is the task of the teacher as a profession.
- b. The teacher's task as an educator means to continue and develop the values of life for students.
- c. The teacher's task as a teacher means to continue and develop skills and apply them in life for the future of students.
- d. The task of humanity is one aspect of the task of the teacher. The teacher cannot ignore this side because the teacher must be involved in life in society with social interaction. Teachers must instill human values in students. Teachers must be able to place themselves as second parents by carrying out tasks entrusted to their biological parents or guardians of students within a certain period.
- e. In the social field, it is the teacher's job that is no less important. In this field, teachers have the task of educating and teaching people to become moral Indonesian citizens. (Syaiful Bahri Djamarah, 2000: 37)

Responding to this phenomenon, the government and education experts have made efforts to improve the quality of teachers. So that equalization programs are held, teacher training, upgrading, and general discussions are held to provide knowledge and provisions to teachers and improve their professionalism as an educator. In addition, the study and improvement of the curriculum also did not go unnoticed by the government, so that we can see that from the 1968 curriculum to the 1999 curriculum. Improvements have taken place step by step, which was originally only oriented to the material given to students to those that were goal-oriented and to the goal process. As a result, the process skills approach in learning was initiated.

The initiation of the process skills approach was carried out due to the teacher's lack of attention to student activities and creativity. In the learning process, the parties who do the learning are students and students, which contributes to improving their learning outcomes (Usman, 1995). If students have the motivation and sincerity to learn, their learning outcomes will automatically increase as well. Likewise, the condition of students who have a high level of learning anxiety towards their lessons, especially in Indonesian language studies. Indonesian as an exact scientific discipline with deductive reasoning requires high mental and physical activity to learn it,

Although we realize that learning Indonesian requires active involvement and the people who learn in this case are students, the reality still shows a different tendency. In the

learning process, there are still activities that minimize the role and involvement of students. The dominance of the teacher causes students to play more roles and be passively involved, and they are more waiting for a presentation from the teacher than looking for and finding the knowledge, skills, and attitudes they need.

Likewise, the learning situation at the high school level, where the main problem is the lack of student dominance in learning activities, is because students are not given the opportunity to be more active and experience activities by learning to work that involves all the abilities that exist students. So as a result, teachers must accept the low learning outcomes of Indonesian, which include four language skills (Mirnawati, 2019; Nurhamsih, 2019).

Therefore, it is necessary to apply and familiarize students to be more active by providing the most comprehensive opportunity to learn how to acquire and produce knowledge through the skills that already exist in students. It can be realized by applying a process skills approach to Indonesian language learning activities to improve student learning outcomes.

Process skills are an approach in the process of educative interaction. Process skills are students' skills to process the results (acquirements) obtained in teaching and learning activities that provide the broadest possible for students to observe, classify, interpret, predict, apply, plan research and communicate these gains (Sriyono, 1992:71).

Process skills aim to improve the ability of students to realize, understand, and master a series of activities related to the results that children have achieved. The activities in question are observing, classifying, interpreting, predicting, implementing, planning research, and communicating.

The process skills approach in learning Indonesian needs to be explained clearly and clearly. Because the disciplines in Indonesian are different from the natural science disciplines, it means that the structure in Indonesian as a discipline is not left out of one of the criteria in planning, organizing, and presenting Indonesian subject matter in the classroom.

The understanding of the process skills approach, as stated earlier, shows that the application of the process skills approach requires a greater degree of student activity by involving all the students' physical and mental intellectual abilities. Thus it is essential to choose and apply methods that can support implementing the process skills approach. (Suherman, 1990).

One method that can be taken in the process skills approach in Indonesian language learning activities is learning to solve problems. It is because in problem-solving, there are problems to find and involve Indonesian thoughts, which include:

- a. Algorithmic thinking: using steps or procedures to bring problems to solutions.
- b. Analytical thinking: discovery using the internals between the parts related to the problem, and

- c. Synthetic thinking: the discovery of several elements or properties to arrive at a solution.

Each element of the existing skills is also interrelated. For example, in making a scientific essay, a writer must first have some information usually obtained through reading and listening (Hamsa, 2019).

Method

This type of research is classroom action (Classroom Action Research). This research involves repeated self-reflection and goes through several stages: planning, action, observation, and reflection, which are then arranged in a cycle of activities. This research was conducted at SMA Negeri 4 Palopo in class X-3 with 40 students consisting of 12 boys and 28 girls. This research was designed to be implemented in 2 cycles: Cycle I (for ± five weeks); and Cycle II (for ± four weeks). According to the changes to be achieved, each Cycle is carried out, as designed in the investigated factors. The procedure for this action research includes the planning stage, the action stage, the observation stage, and the reflection stage.

The data obtained is qualitative data and quantitative data consisting of learning tests, journals, and observations. The data collected will be analyzed qualitatively and quantitatively for quantitative analysis techniques used descriptive statistics to describe the characteristics of respondents. For this type of qualitative analysis, the data used to determine the category of scores for mastery of Indonesian is a scale of five (PGSM Project Coaching Team, 1999).

Results and Discussion

The results analyzed were test results at the end of each Cycle and changes in student attitudes taken from recording observations, student responses, and reflections.

Descriptive Analysis of Cycle I . Test Results

After finishing presenting one subject in Cycle I, a learning outcome test was carried out in daily tests. The results of the descriptive analysis of the students' Indonesian language learning outcomes after the application of the process skills approach to learning during Cycle I can be seen in Table 1 below:

Table 1 Statistics of Student Learning Outcomes Scores in Cycle I

Statistics	Statistical Value
Subject	40
Highest Score	85.39
Lowest Score	3.57

Ideal Score	100
Average Score	14.71

The table above shows that the average score of students' Indonesian learning outcomes for the material on essential competencies with the themes of education, environment, family life, and health after applying the skills approach is 14.71. The highest and lowest scores achieved by students were 85.39 and 3.57 from the ideal score of 100.

If the scores of students' Indonesian learning outcomes are grouped into five categories, then the frequency distribution and percentage of students' Indonesian learning outcomes are obtained as shown in table 2 below:

Table 2. Distribution of Frequency and Percentage of Student Learning Outcomes Scores in Cycle I

Score	Category	freq.	(%)
0 – 30	Very low	30	75
40 – 54	Low	2	5
55 – 74	Medium	6	15
75 – 89	High	2	5
90 – 100	Very high	0	0

Table 2 shows that of the 40 students there are. Thirty students (75%) are in the category of very low level of mastery. 2 students (5%) are in the category of low mastery level. 6 students (15%) are in the category of moderate level of mastery. 2 students (5%) are in the category of a high level of mastery. In contrast, the category of a very high level of mastery has no students who fall into that category. If the average score of students' Indonesian learning outcomes is included in the five categories above, the average score of these students is in the very low category with a mastery level of 0-39%.

Descriptive Analysis of Cycle II Test Results

The results of the descriptive analysis of students' Indonesian language learning outcomes after the development of the process skills approach in learning during Cycle II can be seen in Table 3 below:

Table 3. Statistics of Learning Outcomes in Cycle II

Statistics	Statistical Value
Subject	40
Highest Score	100
Lowest Score	23
Ideal Score	100
Average Score	65.24

The table above shows that the average score of students' Indonesian learning outcomes for the material on essential competencies with sports, tourism, and communication after

the process skills approach is applied 65.24. The highest and lowest scores achieved by students were 100 and 23 of the ideal score of 100.

If students' Indonesian learning outcomes scores are grouped into five categories as described, then the frequency distribution and percentage of Indonesian language learning outcomes scores are processed as shown in table 4 below:

Table 4. Distribution of Frequency and Percentage of Student Learning Outcomes Scores in Cycle II

Score	Category	Frequency	Percentage (%)
0 – 39	Very low	2	5
40 – 54	Low	9	22.5
55 – 74	Medium	16	40
75 – 89	High	10	25
90 – 100	Very high	3	7.5

Table 4. above shows that out of 40 students, only two students (5%) are in the very low level of mastery category, nine students (22.5%) are in the category of low mastery level. Sixteen students (40%) are in the category of moderate level of mastery. Ten students (25%) are in the category of a high level of mastery, three students (7%) are in the category of very high mastery. If the average score of students' Indonesian learning outcomes is included in the five categories above, the average score of these students is in the medium category with a mastery level of 55-74%.

Furthermore, the following table will show the student learning outcomes during learning using the process skills approach in Cycle I and Cycle II.

Table 5. Distribution of Frequency and Percentage of Student Learning Outcomes Scores after the Process Skills Approach was applied in Cycle I and Cycle II

Level Mastery	Category	Frequency		Percentage (%)	
		Cycle I	Cycle II	Cycle I	Cycle II
0 – 39	Very low	29	3	72.5	7.5
40 – 54	Low	2	20	5	50
55 – 74	Medium	8	5	20	12.5
75 – 89	High	1	8	2.5	20
90 – 100	Very high	0	4	0	10

By paying attention to table 5 above, it can be seen that there is an increase in students' Indonesian learning outcomes, where in the first Cycle, there are 29 students (72.5%) who are in the very low level of mastery category, so in Cycle II it is reduced to 3 students (7, 5%). Then in the first Cycle, only one student (2.5%) was in the category of high mastery level; in the second Cycle, it changed to 8 students (20%). Furthermore, for the very high level of mastery category in the first Cycle, there were no students who entered that category, so in the second Cycle, it changed to an increase with four students (10%) who were categorized as having a very high level of mastery.

By paying attention to the table above, it can be said that there was an increase in students' Indonesian learning outcomes from Cycle I to Cycle II.

Student Attitude Change

Cycle I

Several changes that occur in students include:

- a. Motivation to take Indonesian language lessons increases. It is indicated by the higher level of student attendance, some students who initially rarely attended Indonesian language lessons began to participate in subsequent meetings diligently.
- b. Students' attention to learning also increased, where at the beginning of the meeting, nine students did other activities such as telling stories and laughing, generally students who occupied the most back seat so at the end of the Cycle only four people.
- c. The fear of students appearing to work on questions on the blackboard is reduced. It is indicated by the increasing number of students who dare to raise their hands to appear to answer the questions posed by the researcher.
- d. Student involvement in the learning process increases. It is indicated by the number of students who participated in delivering the material given during the discussion of sample questions.

Cycle II

In the Cycle recorded several changes that occurred in students, among others:

- a. Students' interest in learning is increasing. The enthusiasm and attention of students mark it during the learning process by constantly listening and paying attention to every activity carried out.
- b. Students' independence in learning also changes from the beginning only depending on what is given by the researcher, turning into independent and active in finding the materials needed for the smooth learning process.
- c. Generally, the students' enthusiasm has increased where they expressed that they are delighted if they learn Indonesian directly and are applied with approaches such as the process skills approach.
- d. Students' skills in answering questions in the learning process are increasing. Can be seen from the increasing number of students who can correct their partner's wrong answers, and some even give counter-answers with the same answer but in a different process.

Reflection on the Implementation of the Process Skills Approach in Indonesian Language Learning

1. Reflection Cycle I

At the beginning of the first Cycle, the enthusiasm and activeness of students in the learning process were almost non-existent. It is rare for students to provide responses,

comments, or questions even though the opportunity has been given. In general, students act passively, listening and waiting for what the researcher explains.

Because the process skills approach is also applied using problem-solving methods, at the beginning of the meeting, the researcher explains how students must follow in solving problems starting from identification, classification, application to skills, and processing the results obtained. In this meeting, the students followed it smoothly, and they wrote it down in their notebooks.

To make the above matter effective, the researcher trains and familiarizes students to solve problems independently, where the researcher presents a question and then poses a question related to the application of what is taught and assigns students to complete it in stages as described. Here, students show poor ability because only 7.5% or three people can complete it correctly and precisely.

One thing stands out the most in Cycle I, where students are very active and diligent in taking notes on the things conveyed by the researchers, whether they are material or things related to the Indonesian language in general. This advantage is what underlies the researchers in making an action plan for Cycle II, which is to take advantage of these advantages to do something that can make them more active and independent.

2. Reflection Cycle II

In the second Cycle, the enthusiasm and interest in participating in Indonesian language lessons increased, especially in the second Cycle. The researcher applied the implementation of actions in the form of role-playing, meaning that so far the researcher acted as a teacher, so in the second Cycle, it was changed by selecting several students who classified as active in the learning process during Cycle I, then classically conveys what essential competencies will be studied, the source of the books used and the tools needed. Furthermore, in turn, the selected students are appointed to bring the material like a teacher, and other students are given the task of recording things considered wrong or essential to be discussed at the end of the meeting.

During the learning process with this activity, researchers felt great benefits, and first, students became self-motivated to be active and active in learning; secondly, the burden on researchers was reduced. In general, if it is considered from the attitudes and enthusiasm of students in participating in learning with a process skills approach, it can increase, but not with the learning outcomes tests obtained by students in Cycle I and Cycle II. It is because of researchers who pay too much attention to the affective and psychomotor domains and ignore the cognitive domain.

Student Reflection Analysis

From the results of the analysis of students' reflections or responses, it can be concluded as follows:

1. Student opinion about the learning process

Students generally say that Indonesian language lessons are challenging to learn and understand because they require a high level of accuracy and memorization. For that reason, students always think that Indonesian is scary and causes headaches in learning it so that at the beginning of the learning process, students sometimes feel tense and cannot concentrate on learning.

However, after applying the process skills approach in learning, students can understand that Indonesian language lessons are not as difficult as they imagined so far, as long as they are applied using the right approach or method. Thus, students' general opinion about the learning process applied with the process skills approach is enjoyable and can help them understand the concept of Indonesian as well as possible.

2. Suggestions for the learning process proposed by students

Suggestions put forward by students towards the learning process can be concluded as follows:

- a. Teachers in teaching should not be too severe and so that their voices are made clear so that they can be noticed and students do not feel tense.
- b. Suggest explaining so that it is not too fast so that the material can be better understood.
- c. Request that the questions given are not too difficult but must be able to reach their knowledge.

Conclusion

Based on the results of data analysis and discussion, it can be concluded that the learning outcomes of Indonesian students in class X-3 SMA Negeri 4 Palopo have increased after the implementation of the process skills approaches in learning. In detail, the results achieved at the end of the Cycle II assessment can be stated as follows:

1. Learning outcomes of class X-3 SMA Negeri 4 Palopo in Cycle I on essential competencies with the themes of education, environment, family life, and health is in the very low category with an average score of 14.71 scores of 100.
2. Learning outcomes of class X-3 students of SMA Negeri 4 Palopo in Cycle II on essential competencies with the theme of sports, tourism, and communication is in the medium category with an average score of 65.24 out of an ideal score of 100.
3. There was an increase in student mastery in Cycle I to Cycle II by 50.53.
4. With a process skills approach in learning, students can become more active and enjoy learning.

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