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PROCEEDING

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ON INDUSTRIAL REVOLUTION 4.0
(ICONSEIR 4.0), 2018

Theme:

THE SCIENCE EDUCATION ON INDUSTRIAL REVOLUTION 4.0
“Corroborate the Role of Science of Education in Industrial Revolution 4.0”

Venue:

Garuda Plaza Hotel
Medan, Sumatera Utara - Indonesia
October 6th, 2018



Publisher

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INTRODUCTION

Dean of the Faculty of Education
UNIVERSITAS NEGERI MEDAN

The development of science and technology very rapidly in this era of globalization trigger changes in all aspects of the organization of all levels and types of education. This brings the impact of changes in aspects of management and leadership, curriculum and learning, students, educators and education personnel, media, education facilities and infrastructure. Besides, demands all parties involved in the provision of education to think, behave, act wisely and prudently so that globalization is not a threat or harass values, norms, ethics and independence of a nation those are already established.

Based on those reasons, Faculty of Education, Universitas Negeri Medan, held the International Seminar on the theme: “**The Science Education On Industrial Revolution 4.0**”. We have invited resource persons and writers to share ideas, thoughts, attitudes, experiences and plan ahead as outlined in the paper or articles that are summarized in the proceedings. We expect that it can be disseminated to a wider audience, so that the process of verification, validation, replication and development can be implemented on a wider range.

Thanks and appreciation were the highest we convey to Rector along with the leaders of the Universitas Negeri Medan, the entire speakers, authors of the article, and the committee who has provided valuable support to the success of the preparation of this monumental proceedings. Hopefully the contents therein, and all who have worked on the benefit of all and get a reward deserving of Allah SWT. Aamiin.

Medan
October 6th, 2018
Dean,

Dr. Nasrun, M.S.
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Calendar Media Stories of Listening Literation for Children in Elementary School

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Abstract: *The National Strategic Research Institute aims to improve the learning outcomes of listening to children by applying learning media to the story calendar. The method of this research is qualitative exploratory research. Data sources were children of victims of the Sinabung disaster in the Siosar Relocation from class II and III in Elementary School. Data collection techniques were tests, observations, and field notes. The research instruments were performance tests and observation sheets. Research contributions are: the teacher can evaluate the causes of the low ability to listen to children, teachers are motivated to create innovative learning media, schools can provide input in an effort to improve learning outcomes in Indonesian language from class II and III in Elementary School, and provide consideration in the procurement of learning media in schools.*

Keywords: *listening literacy, elementary school children, siosar relocation*

INTRODUCTION

Listening literacy in elementary school children is required to listen to phonetic symbols with attention, understanding, appreciation, and interpretation in obtaining information, capturing content, and the meaning of communication expressed by the speaker. Thus, increasing listening literacy requires the ability of teachers to manage the teaching and learning process appropriately so that children's involvement can be optimal, which ultimately results in the acquisition of good learning outcomes. However, the reality that occurred in Siosar Public Elementary School 047175 was very different from expectations. The disaster of Mount Sinabung eruption has an impact on the child's psychological condition. Children still experience trauma, and this becomes an obstacle in the learning process in the classroom. Children reveal that there is an attitude of fear, anxiety, and feelings of discomfort because of inadequate school facilities.

The psychological condition of children is not the only factor that is thought to be the cause of low child literacy learning. Another thing to consider is the inappropriate learning technique. Classroom learning tends to focus on the teacher. Teachers in the classroom are considered the primary source of knowledge, without facilitating children with learning media so that teaching tends to be conventional. As a result, children's creativity in the learning process becomes less pleasant. When children are asked to answer questions based on stories that are heard, children have difficulty answering according to the story being read. Children do not know how to understand the story practically because the teacher does not use any media as an intermediary in providing information. Only assigns children to listen, but does not emphasize understanding skills.

The low level of listening literacy as illustrated by the findings above indicates how the school as the center of the development of listening ability was still failing to carry out its

mission. Because this is directly related to the basic skills that are very close to the quality of Indonesian human development, 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 people in the global competition. Therefore, because of this failure, children's access to global communication and technology to the tertiary level will remain low, and this poses a serious threat to education quality improvement programs in Indonesia.

This prone aspect is what indeed confirms that currently there is a 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 literacy is the story calendar. Story calendar is a learning media that is practical, effective, efficient 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 of victims of the Sinabung disaster. The application of story calendar media not only emphasizes the ability to listen and speak to children but also becomes a strategy to strengthen the mental revolution for children in the early classes because of the charge of character values. The existing story calendar is modified by inserting character values. So that literacy learning is strengthened by strengthening the character that can support the achievement of human

development and national competitiveness (Human Development & Competitive).

Recognizing the importance of efforts to resolve the problems faced by children of victims of the Sinabung disaster, the selection of Story Calendar learning media in listening literacy activities is essential. Hopefully, literacy learning with media Calendar Stories can add to the excitement and joy of children in learning activities at school, so that children forget the trauma of the disaster that they have experienced.

Based on this background explanation, the problem formulation of the continued National Strategic Research Institute in 2018 is Listening to Literacy in the Children of the Mount Sinabung Disaster Victims by applying the story calendar learning media.

The objectives of this study are as follows:

- 1) Increase literacy in listening to children through the application of story calendar media.
- 2) The teacher can evaluate the causes of low listening skills.
- 3) The teacher can carry out literacy listening in class with the student center strategy.
- 4) Providing knowledge and experience to the teacher about the media that is suitable for use in learning the Indonesian language especially in listening skills.

Furthermore, the benefits of the research are as follows:

- 1) There is the motivation of teachers to research so that they can conduct research related to literacy learning
- 2) Provide input as well as increase knowledge and insight into the forms of problems that exist in schools, especially problems

regarding literacy learning in the lower class

- 3) Providing consideration in the procurement of learning media or teaching aids
- 4) This research can be used as a reference for subsequent research

RESEARCH METHODS

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

The location of this research was conducted at SDN No. 047175 Siosar Brand District of Karo Regency, North Sumatra Province. This location is a relocation area for the victims of the Sinabung disaster, considered to represent a school located in a rural area affected by the Sinabung disaster.

The data sources in this study were the children of the Sinabung disaster victims who were relocated in Siosar, amounting to 39 people from class II and III in elementary school. Class II is 19 students, and class III is 20 students.

Data collection have been completed using several techniques. The techniques that were used by researchers were tests, observations, and field notes.

- 1) Test/Assignment: In this technique, the researcher gives assignments about answering questions and retelling related to the contents of the story that has been heard before. This test is

carried out to measure students' ability to listen to the contents of stories that are listened to them.

- 2) Observation: Observations made by looking at the learning process that takes place. Observation is carried out by recording student activities during learning by seeing, observing, and interpreting. Observation is carried out when students take part in the process of learning literacy by using Calendar media stories.
- 3) Documentation: documentation is carried out by recording events that have already taken place. Documents taken can be in the form of writing, pictures, and ongoing activities. Documents in the form of writing, for example, diary notes and documents in the form of images, such as photographs and sketches. So by using data collection techniques in documentation can provide completeness in the research conducted.

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 were performance tests, observation sheets and photo documentation of activities.

- 1) Performance Test: researchers and teachers choose to use performance tests because the aspects measured are listening skills. Students will be assigned to answer questions related to the content of the story being listened to them. Students who have listening skills will be able to answer the questions posed by the teacher.
- 2) Observation sheet: researchers and teachers use a grid of

storytelling assessment instruments so that the results obtained are appropriate. The material of observation is the speaking skills of students because in considering judgment is that listening is not observable. We cannot directly see or measure or may otherwise observe either the process or product of comprehension related to hearing, including listening.

The data collected was analyzed in a qualitative exploratory manner. The qualitative exploratory analysis has been completed by summarizing the observations during the learning process to find out the value of student learning completeness and classical completeness. Calculating the percentage of students who have passed the minimum completion criteria. 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 = number of all students

$$M = \frac{\sum x}{N}$$

Information:

M = Average (mean)

$\sum x$ = Amount of all scores

N = Number of subjects

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

Tabel 1. Success Criteria

No	Number	Criteria
1	80-100	Very Well
2	66-79	Well
3	56-65	Enough
4	40-55	Less

(Suharsimi Arikunto, 2007: 245)

The criteria for the success of this research are marked by improvements in a better direction, both in the classroom and in the learning environment. The indicator of this research is increasing literacy learning both from the process and the results. Research is said to be successful if it meets the criteria as in the table above, which is 75% of students get a score above the minimum completion criteria. The minimum completion criteria in the second and third grade of elementary school are for Indonesian language subjects which are 66.

RESULT AND DISCUSSION

The application of calendar story learning media that has been carried out by researchers can increase the literacy of listening to students. Based on the results of the research before giving the action, the class average value is only 41.92% with students completing only six students and students who have not finished 33 students. It means that the level of student learning completeness is still relatively low.

After the first cycle, the researcher proceeded to give action through the second cycle, in the second cycle the grade average value increased to 81.08% with the number of students completing 35 students and the students who did not complete four students. It means that

learning with media Calendar Stories can improve students' listening and speaking skills in learning Indonesian Literacy subjects. For more details, it can be seen in picture 1 an increase in the test scores of student learning outcomes from the initial test to the evaluation results in the second cycle.

From the picture 1, it can be seen that the average value of the number of students is complete and has not been completed from the initial test, the cycle I, cycle II has increased. The increase is in the initial test the average value of 41.92 with students who complete learning only six students (15.38%) and 33 students who have not completed (84.61%) of the total students.

CONCLUSION AND RECOMMENDATION

Based on the results of the study, the researchers made the following conclusions:

- 1) The ability to listen to students in the initial test (pretest) is still low before the application of the Story Calendar learning media. With classical completeness, only 15.38%, there are only six students who have completed the minimum completion criteria abilities.
- 2) The study showed that the ability to listen to students through the final test (posttest) after the implementation of the first cycle with two meetings, obtained 21 students (53.84%) completed the minimum completion criteria while 18 students (46.15%) did not complete it. To find out the increase in students' listening ability, the second cycle was conducted with two meetings. From the results of the final test (posttest) in the second cycle, it was found that 35 students

(89.74%) completed the minimum completion criteria and four students (10.25%) were not complete it.

- 3) The ability to listen and speak for students has increased after applying the Story Calendar learning media in class II and III SDN No. 047175 Siosar in learning Literacy in Indonesian subjects.
- 4) By applying learning media Calendar Stories on Indonesian subjects can improve the quality of the Literacy learning process.

Based on the results of the research and the conclusions above, some suggestions can be put forward, namely as follows:

- 1) Teacher at SDN No. 047175 Siosar is expected to conduct teaching using learning media Story Calendar as an alternative in learning activities because media Calendar Stories can improve students' listening and speaking skills, especially on Indonesian language subjects.
- 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, this results as reference material for developing research in education.

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