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THE USE OF POSTER COMMENT STRATEGY TO IMPROVE STUDENTS' LEARNING OUTCOMES IN ZAKAT TOPIC AT ELEMENTARY SCHOOL

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Abstract

Poster Comment strategy is a good way to precisely provide information to students, understand what they imagine, and exchange ideas between them. The problem in this research is "How to Use Poster comment Strategies in Improving Students' learning outcomes in Zakat Topic in Class VI SDN 21 Ambawang River ?". The research method used was descriptive research, with classroom action research with a collaborative nature with a teacher. The research included 23 students of VI grade at SDN 21 Sungai Ambawang, Kubu Raya. Data collection technique in this study was measurement technique. While the tool used was the observation sheet. The results showed: (1) The lesson planning in class using the Poster comment strategy was good, this could be seen from the ability of the teacher to prepare lesson plan in cycle I of 68.38%, this happened because in the early stages of the lesson plans the teacher had not fully prepared the and mastering the components described. In Cycle II, the increase was 91.17%. (2) The implementation of the learning activities the first cycle of 65%, in the second cycle, it was 95%. The increase in teacher activity impacted increasing student activity in learning, which in the first cycle was 63.28%, in the second cycle, it increased to 86.71%. (3) Students' learning outcomes in Zakat Topic with the Poster comment strategy's implementation experienced an increase, wherein cycle I, the average value of students' learning outcomes was 66.73, then in cycle increased to 77.71. Based on these results, it can be concluded that the use of demonstration methods in the learning process can improve student activity and learning outcomes.

Keywords: *Learning Outcome, Poster Comment, Zakat*

Introduction

School as formal education is an institution that has been recognized for its existence and its influence on student development to answer challenges in the future. Education is very important to create an intelligent, peaceful, open, and democratic life, but it is necessary to reform education.

In accordance with the Regulation of the Minister of National Education of the Republic of Indonesia No. 22 of 2006, which states that: "One of the goals of Islamic Religious Education is to create Indonesian people who are religious and have noble morals, namely people who are knowledgeable, diligent in worship, intelligent, productive, honest, fair, ethical, discipline, tolerant, maintain personal and social harmony and develop a religious culture in the school community ". To achieve this goal, the role of the teacher in using learning strategies is very decisive.

The learning strategy is one of the important factors in the learning process, so it is necessary to pay attention to the suitability of the selected learning strategy with the objectives, types, and nature of the subject matter and the ability of the teacher to understand and implement the learning strategy. The use of unsuitable learning strategies can lead to boredom. Students do not understand the subject matter and are monotonous so that students are less motivated to learn. Therefore, to avoid this, it is expected that the teacher is careful in selecting and using learning strategies, especially those that involve students actively.

Various strategies used by a teacher should be able to encourage high learning activities in students. One of the learning strategies that makes it possible to increase students' learning activities is the Poster Comment strategy. This strategy is a great way to inform students precisely, understand what they are imagining, and exchange ideas between them. This technique is a new way in to activate students in teaching and learning activities that allow students to express their perceptions and feelings about the topic being discussed.

Based on the results of observations in the sixth grade at SDN 21 Sungai Ambawang, it appeared that Islamic Religious Education teachers have not fully used varied learning strategies in learning. It could be seen in the learning process, some students participated in the lessons lazily, students' attention to the teacher's explanation was very lacking, students did not want to express opinions on the material being studied. A few people only dominated student activities. In other words, only some students showed the expected activities in the learning process. It has an impact on the low value of students' learning outcomes. Out of 23 students, only 9 of them completed the KKM, namely 70. This condition illustrates a mismatch between expectations in the learning process and the expected students' learning activities. In this connection, the researcher is interested in making a study with the title "The Use of Poster comment Strategies to Improve Students' learning outcomes in Zakat Topic in Class VI SDN 21 Sungai Ambawang".

Based on the description of the background above, the general problem in this study is: "How to Use the Poster comment Strategy to Improve Students' learning outcomes in Zakat Topic in sixth grade at SDN 21 Sungai Ambawang?". In this study, the main topics of discussion are as follows: (1) How is the lesson planning after using the poster comment strategy in Zakat topic in the sixth grade SDN 21 Sungai Ambawang?; (2) How is the implementation of learning when using the poster comment strategy in Zakat topic in the sixth grade at SDN 21 Sungai Ambawang?; (3) How to improve students' learning outcomes using the poster comment strategy in Zakat in the sixth grade at SDN 21 Sungai Ambawang?. Based on the description of the problem formulation above, this study aimed to determine the implementation of Islamic Religious Education lessons by using poster comments to increase students' learning activities. Furthermore, the specific objectives of this study were to obtain clarity and truth about (1) Learning planning after using the poster comment strategy in Zakat topic in the sixth grade at SDN 21 Sungai Ambawang; (2) Implementation of learning when using the poster comment strategy in Zakat topic in the sixth grade at SDN 21 Sungai Ambawang; (3) Improving students' learning outcomes using the poster comment strategy in Zakat in the sixth grade at SDN 21 Sungai Ambawang.

A learning strategy is defined as a planning method or a series of activities designed to achieve a particular educational goal in education. Learning strategies can be interpreted as planning, which contains a series of activities designed to achieve certain educational goals (Wina Sanjaya 2006: 126). Meanwhile, according to Joko Tri Prasetya (1997: 11), "a learning strategy is" an outline of the direction of action to achieve predetermined goals. "Furthermore, Slameto (1991: 90), "strategy is a plan on ways of exploiting and utilizing existing potential and means to increase effectiveness and efficiency." demands of the times. In the learning process, there are various learning strategies, including the poster comment strategy.

According to Melvin L. Silberman (2006: 192) stated that: "This poster comment strategy is a method used to provide information to students quickly, understand what they imagine, and order the exchange of ideas/opinions between students." This technique is also a new way to express their perceptions and feelings about discussing the topic in a relaxed atmosphere. Besides, this technique aims to stimulate and increase creativity and encourage students' appreciation of a problem. The steps for the poster comment activity are as follows: (1) Choosing a poster or picture that is related to the study material to be discussed; (2) Asking students to observe and appreciate the picture or poster first; (3) Asking students to discuss in groups, then they must give their comments or opinions about the picture; (4) Asking students to provide solutions or recommendations related to the poster or image.

The poster comment strategy is one of several strategies in the cooperative learning or active learning model, which has several advantages and disadvantages. The advantages of the cooperative learning model (including the poster comment strategy), according to Anita Lie (2004: 1), were: (1) Students can improve their ability to cooperate with other students; (2) Students have more opportunities to appreciate differences; (3) Student participation in the learning process can increase; (4) Reducing student anxiety (lack of self-confidence); (5) Increasing student motivation, self-esteem and positive attitudes; (6) Improving student achievement. Weaknesses of cooperative learning models (including the poster comment strategy), according to Anita Lie (2004: 2), among others: (1) The learning model requires different seating arrangements and different teaching styles; (2) Group work often only involves students who are competent to lead and direct those who are less; (3) This model will fail if students are passive, uncommunicative and high selfishness of students; (4) If some lazy children or children want to be dominant in a large group it is likely that affect the role of the group so that the group work cannot function properly.

Research Method

This study used Classroom Action Research (CAR). Judging from the name shows the content in it, which is an activity carried out in the classroom. CAR is a study that improves education by making changes towards improvements in education and learning outcomes (Suharsimi et al., 2012: 105). The descriptive method is research that seeks to describe or explain certain objects. Descriptive research explained "The Use of Poster Comment Strategy to Improve Students' learning outcomes in Zakat Topic at Elementary School".

The form of the study was Classroom Action Research. According to Susilo (2007: 16), Classroom Action Research is research conducted by teachers in class or schools. With an emphasis on perfecting or improving practices and processes in learning. This study was conducted collaboratively by researchers with colleagues at SDN 21 Sungai Ambawang. The research was carried out in 2 cycles to improve students' learning outcomes in Islamic Religious Education in the sixth grade at SDN 21 Sungai Ambawang.

The research was conducted in the sixth grade at SDN 21 Sungai Ambawang. The number of students was 23 people. When the research was carried out in April 2017 for one month in 2 cycles, cycle I was carried out in the first and second weeks, while cycle II was carried out in the third and fourth weeks. In this study, the research subjects were teachers and sixth grade students of SDN 21 Sungai Ambawang with 23 students consisting of 13 male students and ten female students.

The data collection technique used in this research is the measurement technique. According to Steven in Nazir (2004: 146), measurement is the determination/giving numbers to objects or phenomena according to certain rules. According to the logically established rules, the measurement referred to in this study was scoring the research test results, both the beginning and the end. The data collection method used was an observation. According to Sugiyono in Arifin (2010: 218), observation consists of 4 types, namely: (1) Observation of

passive participation, namely the researcher is present at the place where the person is being observed but is not involved in the activity; (2) Participation observation, that is, researchers participate in activities, but not all activities are observed; (3) Active observation, meaning that the researcher is keen to dive in directly into everyday life, but is still at the stage of not being completely intact; (4) Complete observation, that is, the researcher is integrated, fully involved with the pattern of daily life with activities at the research location.

Based on the above opinion, the authors tend to use a form of participatory observation. It is according to Arifin (2010: 221) opinion that "the dominant data collection method in non-classroom research is participatory observation." The participatory observation method is carried out by participating in the learning process activities by bringing teacher observation sheets and student observations. Teacher observation sheets are used to assess the teaching and learning process. The teacher observation sheet used in this study aimed to assess and see whether the teacher has carried out learning activities according to the learning tools used and the Poster Comment Strategy steps. Meanwhile, the student observation sheet aimed to see and assess whether the student was active during the learning process and the suitability of the learning steps.

The data analysis technique used was the percentage description. The data analyzed included the class average, individual learning limitations, and cyclical learning limitations. Furthermore, the results of the analysis could be obtained both qualitatively and quantitatively. The data collected will not be meaningful without being analyzed, that is, processed and interpreted. The indicator to measure the success in this study was the average ability of students who got it. The percentage is 70%.

Result and Discussion

The first cycle of data exposure was the beginning for the researcher to conduct CAR. Implementation of Cycle I in the sixth grade at SDN 21 Sungai Ambawang with 23 students. The implementation of this first cycle was carried out on April 6 and 13, 2017, with a series of activities to give a pre-test and a final test according to a predetermined schedule.

Researchers, before carrying out research actions, first, at the beginning of the research, do pre-action, namely, discussing collaboratively with colleagues in the learning process of Islam using the Poster Comment Strategy. Before taking action, the researcher conducted a preliminary test to measure the initial knowledge of sixth grade students of SDN 21 Sungai Ambawang in the topic about zakat.

Table 1 Pre Test Scores

No	Name	Score	Information
1	ABS	70	Complete
2	ABD FR	80	Complete
3	ADN	70	Complete
4	ANS	60	Not Complete
5	AUR	50	Not Complete
6	CNT ADN	60	Not Complete
7	ELY	50	Not Complete
8	FBO	50	Not Complete
9	HLM AJT	70	Complete
10	IRM PTR	70	Complete
11	KHR AJ	60	Not Complete
12	KHR RS	50	Not Complete
13	KHD ABD	70	Complete

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Volume 4 | Number 1 | January | 2021, Page 12-20

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14	M. ALF	80	Complete
15	M. FTR	50	Not Complete
16	M. HFZ	50	Not Complete
17	NVI AZZ	70	Complete
18	PTRA ABN	70	Complete
19	PTRI AMA	50	Not Complete
20	PTRI AW	60	Not Complete
21	RBN	50	Not Complete
22	RZK RMDH	40	Not Complete
23	TRA SF	50	Not Complete
Total		1380	
Average		60	

Source: List of pre-test scores for class VI SDN 21 Sungai Ambawang

Table 1 above shows that the students' learning outcomes in the Islamic Religious Education subject are still unsatisfactory because the average grade for class 60 means it does not reach the completeness standard for the Islamic Religious Education subject is 70. Of the 23 students, only nine students complete, classically only 39.13% of students complete.

The condition of the test result required attention, by replacing teaching methods that motivate students became actively engaged in learning, which could improve students' learning outcomes. The use of the Poster Comment Strategy with CAR steps consisting of: (1) Planning; (2) Implementation; (3) Observation; (4) Reflection. Then the implementation of the cycle I and the learning results in this cycle showed:

Table 2. Students' learning outcomes in cycle I at meetings 1 and 2

No	Students' Name	Learning Outcome Score	
		P1	P2
1	ABS	60	70
2	ABD FR	80	80
3	ADN	70	75
4	ANS	60	70
5	AUR	50	60
6	CNT ADN	60	70
7	ELY	65	70
8	FBO	65	70
9	HLM AJT	70	80
10	IRM PTR	70	75
11	KHR AJ	65	70
12	KHR RS	65	70
13	KHD ABD	70	70
14	M. ALF	70	80
15	M. FTR	50	60
16	M. HFZ	50	65
17	NVI AZZ	70	75
18	PTRA ABN	80	80
19	PTRI AMA	60	60
20	PTRI AW	60	65
21	RBN	60	70

22	RZK RMDH	50	65
23	TRA SF	60	60
Total		1460	1610
Average		63,47	70
Cycle I Average		66,73	

Source: List of post-test scores for sixth grade at SDN 21 Sungai Ambawang Cycle I

Based on the table above, the average students' learning outcomes in the first cycle of the first and second meetings experienced an increase in the percentage of the average value at the first meeting was 63.47. In contrast, the second meeting became 70, which means that students' learning outcomes in the first cycle of the second meeting have reached the standard of learning completeness because the average score has reached the set KKM, which was 70. However, out of 23 students, there were still seven students who have not yet completed it. Therefore, it was necessary to improve the activities in the next cycle, namely cycle II.

Based on observations at the first meeting, most of the Lesson Plan components had not been fully implemented by researchers. Eight components got a score of 2 with a total of 16, while eight components earned a score of 3 with a total of 4, and there was 1 component that got a score of 4 with a total of 4. In the second meeting, five components earned a score of 2 with 10. There were nine components get a score of 3 with a total of 27. Three components get a score of 4 with 12. The total average of the first cycle was 66.9%. It happened because in the early stages of the lesson plan, teachers had not fully prepared and mastered the components described.

The state of the implementation of the cycle was necessary to improve the (RPP) carried out by researchers. The revision would be made in cycle II and it was known that students learning activities in Zakat topic by applying the Poster Comment Strategy were still not good because the average value of student activity was 63.28%. Based on the results obtained in cycle I, the revisions were conducted in cycle II, and the learning outcomes showed:

Table 3. Students' learning outcomes in cycle II at meeting 1 and 2

No	Students' Name	Learning Outcome Score	
		P1	P2
1	ABS	70	80
2	ABD FR	90	100
3	ADN	75	80
4	ANS	70	80
5	AUR	65	75
6	CNT ADN	75	80
7	ELY	70	85
8	FBO	80	85
9	HLM AJT	80	80
10	IRM PTR	70	80
11	KHR AJ	70	80
12	KHR RS	70	75
13	KHD ABD	70	80
14	M. ALF	80	90
15	M. FTR	65	70
16	M. HFZ	70	70
17	NVI AZZ	80	100
18	PTRA ABN	90	100

19	PTRI AMA	70	80
20	PTRI AW	70	70
21	RBN	75	80
22	RZK RMDH	70	80
23	TRA SF	70	80
Total		1.695	1.880
Average		73,69	81,73
Cycle I Average		77,71	

Source: List of post test scores for class IV SDN 21 Sungai Ambawang Cycle II

Based on the table above, the average students' learning outcomes in the second cycle of the first and second meetings experienced an increase in the average score at the first meeting, 73.69. The second meeting became 81.73, meaning that students' learning outcomes after participating in learning with the Poster Comment Strategy in cycle II increased and exceeded the predetermined KKM. Therefore, it was not necessary to make improvements in the next cycle of activities. Furthermore, based on the results of observations after the implementation of cycle II, there were some positive changes and obstacles that have been faced by students during the learning process, whereby students were more enthusiastic during the learning process. The score for the 12 components of the lesson plan that was implemented was 3 with the total of 36, and 5 components got a score of 4 with a total of 20. At the second meeting, two components got a score of 3 with 6, and 17 components got a score of 4 with 68. The total average of cycle II was 91.17%. The improvement plans that have been carried out were: (1) The teacher would use several demonstration tools that could attract students' attention; (2) Giving the opportunity to ask students to be more active; (3) Teachers improved communication techniques with students so that they were easy to understand; (4) The teacher provided a reward, which was unusual from previous lessons. Based on the observations about teacher activities in cycle II, it was unnecessary to continue in the next cycle.

Table 4. Average daily values for pre-cycle, cycle I, and cycle II

No	Cycle	The number of Students	Average Score
1	Pre I	23	60
2	Cycle I	23	66,73
3	Cycle II	23	77,71

Source: Results of classroom action research

Based on the table above, we could see that the average daily score on the pre-test was 60, while in the post-test cycle I, it increased to 66.73, then in the second cycle, there was an increase to 77.71. Based on the results of the analysis of the average value of students' learning outcomes applying the Poster Comment Strategy in Zakat topic has increased, this was followed by the activeness of students who followed in each cycle had increased, in cycle I with average student activeness of 63.28% and at the second cycle of student activeness increased to reach 86.71%. Based on these results, the implementation of the Poster Comment Strategy in the teaching and learning process could improve students' learning outcomes.

Conclusion and Suggestion

Conclusion

Based on the background, sub-problems, and findings as well as the discussion in this study regarding the Use of Poster comment Strategies to Improve Students' learning outcomes in Zakat Topic at Elementary School, the following conclusions can be drawn: (1) In planning

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learning in class with using the Poster Comment strategy was good, this could be seen from the ability of teachers to prepare lesson plans in Cycle I of 68.38%, this happened because in the early stages of lesson plans teachers have not fully prepared and mastered the components described. Furthermore, in Cycle II, it increased to 91.17%. There was an increase of 22.79%; (2) In the implementation of learning using the Poster comment strategy, it had been going well, this could be seen from the teacher's activity in learning in cycle I by 65%, in Cycle II to 95% there was an increase of 30%. Increasing teacher activity had an impact on increasing student activity in learning which in cycle I was 63.28%, in cycle II increased to 86.71%; (3) There was an increase in students' learning outcomes in Zakat topic by implementing the Poster Comment Strategy, this was seen in Cycle I the average value of students' learning outcomes was 66.73, then in Cycle II it increased to 77.71, already exceeding KKM set was 70. There was an increase of 10.98.

Suggestion

Based on the findings in this study, it can be suggested as follows: (1) In the teaching and learning process, the Islamic Religious Education teacher using the Poster comment Strategy is very important to arouse the enthusiasm of students' learning activities; (2) To convey learning in class, the teacher should be good at choosing strategies that are in accordance with the material to be taught, and a teacher should prepare themselves such as making lesson plans and making practice questions for students according to the material to be discussed; (3) In the learning process a teacher can carry out learning and use various strategies, such as the Poster comment, so that it can motivate students to take an active role in the learning process which can affect increasing students' learning activities, poster comments as a learning strategy for religious education subjects. Islam is very effective in use.

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