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RESEARCH ARTICLE

Implementation of The Tandur Learning Model in Increasing Student Social Knowledge Learning Outcomes Class V at SDN 123 Inpres Ujung Lau, Takalar Regency

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Abstract: The application of the TANDUR learning model in improving learning outcomes in social science subjects in social science in Class V students at SDN 123 Ujung Lau, Takalar Regency. This study aims to determine the effect of applying the TANDUR learning model to the learning outcomes of social science subjects for Class V students at SDN 123 Ujung Lau, Takalar Regency. the research used is classroom action research. The subjects in this study were all fifth grade students at SDN 123 Ujung Lau, Takalar Regency, with a total of 19 students, 7 male students and 12 female students. The data collection techniques used were observation, tests, and documentation, while the data analysis used was descriptive qualitative data analysis. Research on the TANDUR learning model on learning outcomes in natural science subjects in Class V Students at SDN 123 Ujung Lau, Takalar Regency is said to increase where there is an increase in student learning outcomes in social science learning seen from the value of student learning outcomes with a score of 1250 or 66% in the cycle 1 then increased to 1560 or 82% in cycle 2. Because it had reached the completeness criteria, namely 80% of students scored more than or equal to the minimum completeness criteria (70), this study was said to be successful. From the increase in student learning outcomes it is known that there is an effect of applying the Tandur Learning model on learning outcomes in social science subjects for Class V SDN 123 Ujung Lau, Takalar Regency.

Keywords: learning model, TANDUR, learning outcomes

1. Introduction

Education is important for people's lives. Because with the existence of education an individual is able to actualize himself. According to the Law of the Republic of Indonesia Number 20 of 2003 is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed himself, society, nation and state.

The teacher's knowledge in applying several learning models is very important for adjusting the material to be taught by the teacher. The low competence of teachers and the



achievement of student learning outcomes is an educational problem that is currently being faced by Indonesia (Riowati & Yoenanto, 2022). Improving the quality of learning is also inseparable from the role of the teacher or educators in choosing or determining appropriate and appropriate learning strategies so that a conducive and interactive learning atmosphere is formed, so as to improve student problem solving in the learning process carried out, which ultimately leads to quality improvement. education. Government efforts to improve the quality of education must be directed at improving in three ways, namely improving the quality of teaching staff, improving curriculum and education management (Silalahi, 2003). Teachers must understand the challenges and strategies in dealing with the Industrial Revolution 4.0 era to improve the quality of education by upgrading abilities, changing mindsets, attending training, carrying out learning innovations (Retnaningsih, 2019).

In order to achieve maximum results in the realm of education, various learning models are currently being developed. learning model is defined as a conceptual framework that describes a systematic procedure in organizing learning experiences to achieve certain learning goals, and serves as a guide for learning designers and teachers in planning and implementing learning activities (Winaputra, 2005). The role of the teacher as a facilitator is highly expected so that he can design a learning model that can really lead students to be more independent in understanding the teaching material presented in class and outside the classroom (Tayeb, 2017). As in the book "Models of Teaching" the learning model is a learning model with this model the teacher can help students to obtain or obtain information, ideas, skills, ways of thinking, and expressing ideas themselves (Joice, et al, 2009). Experts develop learning models based on learning principles, psychological, sociological theories, systems analysis, or other supporting theories (Khoerunnisa & Aqwal, 2020). As a teacher, you must be able to choose the right learning model for students. Therefore, in choosing a learning model, teachers must pay attention to the circumstances or conditions of students, learning materials and existing learning resources so that the use of learning models can be applied effectively and support student learning success.

One alternative that can be done by the teacher to activate student learning more in class is by using the TANDUR learning model. The TANDUR learning model is the embodiment of quantum teaching learning, TANDUR is an acronym for grow, experience, name, demonstrate, repeat, and celebrate (Sukerti, 2013). The TANDUR learning model provides opportunities for students to learn according to their abilities, how to use an interactive process to assess what they know, identify what they want to know, evaluate what students can do (De Porter, et al., 2001), strategy This can be applied to learning to achieve predetermined competencies. TANDUR is a learning model that is expected to improve teacher skills in designing, developing, and managing learning systems that are effective, exciting and have life skills. The Tandur learning model is expected to make students interested and interested in the lesson, provide direct experience to students and try to make the lesson content real for them.

The TANDUR Learning Model is not designed to provide as much information as possible to students, but to help students to have positive traits in learning, have the ability to solve new problems innovatively, have divergent mindsets and behaviors, the ability to collaborate in synergy with others (I Wayan, 2001). Learning is a lifelong adventure, a journey of endless exploration to create personal understanding or recognition of our own identity, learning is not just looking for answers, nor is it just knowing bits and pieces of a body of knowledge (Rose & Nicholl, 1997). In carrying out the role as an innovator, teachers must have a high willingness to learn to increase their knowledge and skills, without a high enthusiasm for learning, it is impossible for teachers to produce useful innovations to improve the quality of learning in schools (Sopian, 2016).

Learning in TANDUR pays attention to the learning environment, the surrounding environment, the use of assistive devices, and the arrangement of seats (De Porter & Hernacki, 1992). By arranging the environment will be able to provide a sense of comfort

for students. With the TANDUR learning model they realize that what they learn will be useful for their lives later, because learning always gives them a sense of satisfaction with AMBAK (What's the Benefit for Me) in Indonesian is an acronym for "Apa Manfaatnya BAgiKu". Learners explore, elaborate, and confirm according to their previous knowledge, and use that knowledge as a basis for further learning. Thus, here it appears that the teacher is only a facilitator and mediator of learning which makes it easier for students to capture the meaning of the material being studied. This is in accordance with the view of constructivism, student-centered learning (student-centered), not teacher-centered. The implementation of TANDUR learning adheres to several principles to be able to achieve learning achievement and literacy. Students go through stages, namely: everything talks, everything has a purpose, experience before naming, acknowledge every effort, and if it is worth learning, it is also worth celebrating (De Porter, et al., 2001).

Thus the Tandur model is expected to help teachers carry out learning that is relatively easy for students to understand, so that learning can take place in pleasant situations and can improve student learning outcomes in class V SDN 123 Inpres Ujung Lau.

2. Research Method

2.1. Types of research

The type of research used by researchers is classroom action research. Class action research is action research (Action Research) conducted with the aim of improving the quality of learning improvement in the class (Arikunto, 2010). Class action research is one of the efforts that teachers can make to improve the quality of the role and responsibilities of the teacher, especially in managing learning. Class action research is how a group of teachers can organize their learning practice conditions, learn from their own experiences, and can try an idea of improvement in learning practice by seeing the real effect of their efforts (Rochiati, 2010).

2.2. Research subjects

In this research, the subjects of the research were fifth grade students at SDN 123 Inpres Ujung Lau, Takalar Regency, consisting of 19 students in the 2022/2023 academic year, even semester.

2.3. Location and Time of Research

This research was conducted at SDN 123 Inpres Ujung Lau, Takalar Regency, for the 2022/2023 academic year. The selection of this school is to improve student learning outcomes at the school. This research was carried out for 4 weeks in the second semester (even), namely in March for the 2022/2023 school year.

2.4. Research Data Collection

Data collection techniques that the authors use in this study are:

- Observation

Observation is a data collection technique by making direct observations. Direct observation of class teachers in applying the Tandur learning model, and student learning activities in taking social studies lessons in class V SDN 123 Inpres Ujung Lau, Takalar Regency. In this observation, guidelines are used to record things that are considered important.

- Test

Tests are conducted to collect information about student learning outcomes. This data was obtained by conducting a written test at the end of the meeting in each cycle. To determine the increase in student learning outcomes that have been taught in the teaching-learning process.

- Documentation
The documentation technique is intended to obtain data through school documents in accordance with the problems as well as physical evidence of an activity that has been carried out in the form of the number of students, student learning outcomes, student observation sheets for class V SDN 123 Inpres Ujung Lau, Takalar Regency.

2.5. Data analysis

Data analysis used in this research is descriptive qualitative data analysis. Data obtained from observations of teacher teaching and student learning were analyzed qualitatively. As for the learning outcomes of the Social Sciences Subject, fifth grade students at SDN 123 Inpres Ujung Lau, Takalar Regency, using the Tandur learning model, based on the learning outcomes test cycles I and II (quantitative data results) were analyzed descriptively.

- Analysis of Teacher Teaching Activities and Student Learning
Analysis of the results of observations on teacher teaching activities and student learning is done by calculating the average frequency and presentation of each aspect at each meeting. Furthermore, the activity in the learning is the average teacher teaching activity and student learning in each cycle.
- Analysis of Learning Outcomes in social science subjects
The criteria used to determine the achievement of IPS learning outcomes in this study were using the Minimum Completeness Criteria in class V SDN 123 Inpres Ujung Lau, Takalar Regency. A student is considered successful in learning if he obtains a minimum score equal to the minimum completeness criterion of 70. Classically it is said to be complete in learning if 80% of students achieve a minimum score equal to the minimum completeness criteria.

The data from the results of the planning evaluation are used to compile reflections in the framework of the next preparation if there are problems. The criteria used to express success in terms of learning outcomes.

Table 1. Criteria for the level of success of students.

Score	Category
$85 < x \leq 100$	Very Good
$75 < x \leq 84$	Good
$65 < x \leq 74$	Fair
$0 < x \leq 64$	Poor

Source: Field Survey, 2023

After the learning outcomes are obtained after that, class action is carried out to find out the completeness of the learning outcomes in a classical manner calculated using the following formula:

$$\text{Classical Mastery} = \frac{\text{The Number of Student Who Scored } \geq 75}{\text{The Total Number of Student in The Class}} \times 100$$

3. Results and Discussion

In this section the researcher will describe the research objectives, namely, the application of the tandur learning model in improving the learning outcomes of fifth grade students at SDN 123 Inpres Ujung Lau, Takalar Regency.

- Cycle 1

When The learning outcomes in cycle 1 showed that the research had not reached the expected success benchmarks. Based on the observation of learning through the TANDUR learning model approach, data on students' absorption analysis in the evaluation of the first cycle showed that the average score of students in cycle 1 reached 1250 with a classical



learning completeness percentage of only around 66%. Here it can be seen that the average score has not yet reached the minimum mastery criterion value of 70, and this is still far from the indicator of success in this study, namely the percentage of classical teaching mastery of 80% of the number of students who score 65-100 social studies subjects. Of the 19 students who attended, only 5 students (26.3%) had reached the mastery level, while 14 students (73.7%) had not finished. Therefore, it can be concluded that in the first cycle the application of the TANDUR learning model approach, in terms of improving the learning outcomes of fifth grade students at SDN 123 Inpres Ujung Lau, Takalar Regency, was considered not successful so it still needs to be continued for the next cycle which is an improvement from the implementation of the research cycle 1.

Table 2. Description of the completeness of the learning outcomes of class V students at SDN 123 Presidential Instruction, Ujung Lau, Takalar Regency.

Interval	Category	Frequency	Percentage
65-100	Success	5	26,3%
0-64	Unsuccess	14	73,7%
	Total	19	100%

Source: Student learning outcomes at SDN 123 Inpres Ujung Lau, Takalar Regency

- Cycle 2

The learning outcomes in cycle 2 show that the research has reached the expected success benchmarks. Based on the observation of learning through the TANDUR learning model approach, data on the analysis of students' absorption in the evaluation of cycle 2 showed that the average score of students in cycle 2 reached 1560 with a classical learning completeness percentage of 82%. Of the 19 students who attended, 16 students (84.3%) had reached the mastery level, while 3 students (15.7%) had not finished. Thus, it can be concluded that this study has met the expected success indicators, namely the percentage of classical teaching completeness is 80% of the number of students who score 65-100 for social studies subjects. Therefore, it can be concluded that in cycle 2 the application of the TANDUR learning model approach, in terms of improving social studies learning outcomes in class V students at SDN 123 Inpres Ujung Lau, Takalar Regency, was considered successful so it was not continued to the next cycle.

Table 3. Description of the completeness of the learning outcomes of class V students at SDN 123 Presidential Instruction, Ujung Lau, Takalar Regency.

Interval	Category	Frequency	Percentage
65-100	Success	16	84,3%
0-64	Unsuccess	3	15,7%
	Total	19	100%

Source: Student learning outcomes at SDN 123 Inpres Ujung Lau, Takalar Regency

The implementation of research in cycle 1 did not show that the TANDUR learning model approach could improve social studies learning outcomes for students of SDN 123 Inpres Ujung Lau Takalar Regency in terms of learning about respecting the role of warrior and community leaders in preparing and defending Indonesian independence. This can be seen from the average score average evaluation cycle 1. Data analysis of students' absorption in the evaluation cycle 1 showed that the average score of students in cycle 1 reached 1250 with a classical learning completeness percentage of only around 66%. Here it can be seen that the average score of students has not reached the minimum completeness criterion score of 70, this is still far from the indicator of success in this study, namely the percentage of mastery in classical teaching is 80% of the number of students who score 65-100 for social science subjects. Of the 19 students, only 5 students (26,3%) had reached the mastery level, while 14 students (73.7%) had not finished. This illustrates that there are still a number of students who are less able to complete their learning outcomes tests about

appreciating the role of warrior and community leaders in preparing and defending Indonesian independence in learning social sciences. Likewise, there are still students who are less active in learning activities, especially less motivated in following lessons, in question and answer activities, and students are less able to express their opinions.

In cycle 2, the students' ability to complete their learning outcomes test with the TANDUR learning model approach, in class V students at SDN 123 Inpres Ujung Lau, Takalar Regency, increased significantly. This can be seen from the average value of student learning outcomes in cycle 2, namely 1560 with a classical learning completeness percentage of 82%. Where students who scored 65-100 were 16 out of 19 students (84.3%) in the complete category, while students who scored 0-65 were only 3 out of 19 students (15.7%) in the incomplete category. This shows that student learning outcomes have met the indicators of success in this study, namely the percentage of classical learning completeness is 80% of the number of students who get a minimum score of 70. This illustrates that most students have mastered the subject of respecting the role of warrior and community leaders in preparing for and defending Indonesian independence with the TANDUR learning model approach, as well as the activeness of students in participating in lessons is also increasing so that this supports students' mastery of material about respecting the role of warrior and community leaders in preparing and defending Indonesian independence with the TANDUR learning model approach.

The results of this study have reached the expected research success benchmarks, thus the research has been successful, and the implementation of the next cycle does not need to be done.

4. Conclusion

The results showed that by applying the TANDUR learning model, in learning social science in class V students at SDN 123 Inpres Ujung Lau, Takalar Regency, it could improve student learning outcomes. This can be seen in cycle 1 increase in student learning activities to be very good. And student learning outcomes in social science subjects have increased. Student learning outcomes in cycle 1 with an average value of 66% are in the sufficient category. Whereas in cycle 2 the student learning outcomes were 82% in the very good category and the learning completeness had reached the expected criteria.

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