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USE OF LEARNING MODEL TRUE OR FALSE LEARNING TO IMPROVE RESULTS POLITICAL SYSTEM IN INDONESIA PRODI PPKN FKIP UNIVERSITY RIAU

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Abstract

This research aims to improve, identify and describe the learning outcomes of Indonesian Political System in Prodi PPKn using learning models True or False. The subject of research is the third semester students numbering 36 people composed of 12 men and 14 women. Implementation of the repair process of learning is implemented as two cycles in value by an observer. While the types of data and data collection techniques as follows; faculty and student activity data collected through observation sheet, whereas the results by conducting a test. After the data is collected, then grouped, recently analyzed by descriptive method where the data obtained are given an explanation. The results showed that the application of learning models True or False can improve learning outcomes Indonesia Political System in Prodi PPKn FKIP UNRI.

Keywords: true or false, the result of learning

PRELIMINARY

Education as an integral part of people's lives, in the era of globalization must be able to provide and facilitate the growth and development of intellectual skills, social and personal. Intellectual skills, social and personal built not only on the grounds of reason and logic alone, but also inspiration, creativity, moral, and spiritual intuition. College as an educational institution and a miniature society need to develop learning in accordance with the demands of the global era. One effort that can be developed by a college or school is active learning, innovative, creative, effective and fun (PAIKEM).

While learning in college is still dominated by the lecture method. Moreover, students of the Faculty of Education is one of them prepared to be educators. If this continues, how could they be able to teach his students to be active later in the study, while they themselves are patterned with diminished learning actively involves students.

In the process of learning Indonesian Political System had been impressed that the students' learning motivation is low. It can be seen from the number of students who asked only 10% (3 of 36) and even then the person that's it. When asked a question, too. In addition, students seem less enthusiastic about learning. Majority after postest held twice, the majority of which is 70% of students received grades of C.

Student learning outcomes are still low in the course of this Indonesian Political System, presumably because this is a learning model for conventional lectures, discussions and question and answer. In connection with the above mentioned problems, the efforts to improve the quality of teaching and learning process in the subject of Political Systems Indonesia is an urgent need to do. One effort that can be done is by using a learning model True or False. Therefore, the use of the learning model True or False believed to be used as efforts to solve the problem of low student results.

The learning model is a plan or a pattern that is used as a guide in planning for learning in the classroom or learning tutorials and to determine the devices of learning including books, movies, computers, curriculum and others (Joice in Etin, 2007). According to Chauhan in Lie (2007) that function learning model are: (1) Guidance; (2) curriculum development; (3) Assign teaching materials and (4) Assist in the improvement of teaching.

One model of learning that can be used is True or False to the following steps (Zaini, et al, 2008): (1) Make a list of statements relating to the subject matter, half right and half wrong again. Write each statement on a sheet of paper. Make sure that the statements made in accordance with the existing number of students; (2) Give each learner one paper and then they were asked to identify which statements are true and which are false. Explain that students are free to use whatever means to determine the answer; (3) If the process is completed, read each statement and ask for answers from the class whether the statement is true or false; (4) Give feedback to each answer, to say how the students are cooperating in tasks and (5) Point out that the group of positive cooperation will greatly help the class because it is an active learning method.

Next is the definition of learning according to the expert as follows: according to Gagne, learning is a change in the disposition or ability of a person achieved through the activity. The disposition of the change is not obtained directly from a person's natural growth process. While learning is a process setting. For that lecturers are teachers at the college is responsible for the failure of a learning achieved. The learning process has shown good results in student self if it meets the principles of learning (Slamet Margono, 1999), namely readiness, association, exercise and effects (effect).

With regard to the principles of learning that teachers can help students' success by creating an atmosphere or conditions conducive learning in the classroom. To the occurrence of a good learning process, not only the factors of educational facilities are influential, but the psychological factors of self-students are also influential.

Understanding the learning outcomes according Djamarah (2000) are the results of educational assessment of progress after learning activities or as a result of the learning activities. Function learning outcomes not only to determine the extent to which the student has completed an activity but more important is as a tool to motivate students to study harder, either individually or in groups. Furthermore Winkel (1994) says that the learning outcomes is a process of change of direction has not been able to afford. Then Sudjana (2001) says that the result of learning is the ability of the student after he received a learning experience. Results of study is the impact of a student learning outcomes and student teaching process.

From the opinion of experts can be concluded that the learning outcomes are changes in behavior, knowledge or experience gained from an activity that is done consciously. According Muhibbin (2000), psychological factors affecting learning outcomes are: attitude, aptitude, interest, motivation and intelligence or level of intelligence.

True Or False learning model is a collaborative activity that can encourage learners to engage in lecture material immediately. True or False learning model is one of the active learning model. In this way usually learners will feel more pleasant atmosphere, so that learning outcomes can be maximized. (Zaini et al, 2008)

Active learning that is required by learners to gain maximum learning results. When learners passive, or just receive from the faculty there is a tendency to forget quickly what has been given. (Zaini et al, 2010). Based on the above it can be concluded that the learning model of True or False as one of the active learning model that is believed to be able to improve learning outcomes in subjects Indonesian Political System majority or 70% gain value C. To fix or improve learning outcomes, one the efforts of lecturers is to use learning models True or False.

For the issue of research in the improvement of this study are: Is the use of True or False Learning Model to Improve Learning Outcomes Political System Indonesia in Riau University Prodi PPKn FKIP? This study aims to determine, describe and improve learning outcomes Indonesian Political System in Prodi PPKn FKIP Riau University after learning model use True or False.

RESEARCH DESIGN
Setting Research and Characteristics of Research Subjects
This research was conducted on students Prodi PPKn FKIP Riau University III semester totaling 36 people composed of 12 men and 24 women. Activity faculty and students in the use of this model will be assessed by the observer. While the timing of this study for 5 months with 2 cycles.

Variables Research
In this study, there are two variables, namely the use of the learning model true or false [action] and variable problem is the result of learning.

Action Plan.
Cycle 1 consists of: - Planning Phase consists of (a) Develop Syllabus and SAP; (b) Develop learning scenarios; (c) Develop teaching materials; (d) Preparing the observation sheet and (e) Determine the observer.
- Implementation Phase consists of (a) Provide apersepsi; (b) Present the lesson objectives; (c) Explain the steps of learning; (d) the core activities of teaching; (e) Make a list of statements relating to the subject matter, half right and partially wrong; (f) The number of statements in accordance with the number of students; (g) Distribute the sheet that contains a list of statements to each student; (h) Ask students to identify which of the statements are true and which are false (i) Explain to the students are free to use whatever means to determine the answer; (j) Ask each student to read the statement true or false; (k) other mahasisa Asked to comment on the statement; (l)

Provide input for each answer; (m) Giving points for each correct answer; (n) Provide sanctions against the wrong answer; (o) Activity KBM cover; (p) Making conclusions with students; (q) Provide awards and (r) Provide direction or tasks.

- Phase Observation consists of (a) Observer make observations on the activity of faculty, student activity during learning activities take place and implement posttest; (b) records of the observations in observation sheet; (c) Summing up the results of observations to be compared with the standards that have been determined as a measurement of the level of success

Reflection-stage consists of (a) Observer mneyampaikan summary of observations and the success rate for lecturers; (b) Lecturer joint observer discussions on the level of success based on the standards set and the possibilities of the cause of less successful achievement of objectives; (c) Develop a corrective action plan for the next cycle.

Data and Method of collecting these

The data in this study and how it was collected are as follows: (a) The use of the learning model is true or false, the data collected through observation sheet activities of faculty and students, and (b) learning outcomes Indonesian Political System, the data collected through posttest

Data Analysis Techniques

After the data is collected, then grouped, analyzed by descriptive method by which data is obtained and given the necessary explanations. Data analysis technique is as follows:

a. Lecturer activity. To view the activity of a lecturer in the repair process of learning or fostering the learning process which uses 10 indicators of activity with five alternative answers were scored as follows: It is perfectly = 5, Perfect = 4, Simply Perfect = 3, Less Perfect = 2 and Imperfect = 1.

To locate the interval (I) = the amount of the highest score - the lowest score
                                                        Amount classification

So that the magnitude of the interval (I) is = (5 x 10) - (1 x 10) = 50-10 = 8
                                                                                5   5

So to see the lecturer activity categories can be seen in the following table 3:
Tabel.1
Activity category Lecturer

Interval Score	Category
43 – 50	It Perfect
37 – 42	Perfect
27 – 36	Simply Perfect
19 – 26	Less than Perfect
10 – 18	Imperfect

Source: Data processed in 2013

b. Student activity. To view student activity in learning, can be seen from the observation sheet student activities where learning activity score is as follows: Do = 1 and not carried = 0. To determine the interval (I) used the following formula:

I = maximum score-score minimum = (36 x 6 x 1) - (36 x 6 x 0) = 216-0 = 54

Classification number 4 4

So the student activity score category can be seen in table 2 below:

Table 2

Category Student Activity Score

Interval Score	Category
163 – 216	Very High
109 – 162	High
55 – 108	Low
0 – 54	Very Low

Source: Data processed in 2013

c. Learning outcomes. Study results are listed in Table 3 as follows:

Tabel.3

Classification of Learning Outcomes

Score Value	Value Quality	Quality	Quality Score Title
3.76 - 4	A	4.00	Very Good
3.51 – 3.75	A-	3.75	Very Good
3.01 – 3.50	B+	3.50	Good
2.76 – 3.00	B	3.00	Good
2.51 – 2.75	B-	2.75	Good
2.01 – 2.50	C+	2.50	Enough
1.01 – 2.00	C	2.00	Enough
0.99 - 1	D	1	Less
0	E	0	Failed

Performance indicators

This study is successful if the lecturer activity with categories perfect minimal, minimal student activity with high category and student learning outcomes the majority (75%) either.

RESULTS AND DISCUSSION

This research in order to improve the learning process subjects Indonesian Political System in the third semester students numbering 36 people consisting of 12 men and 24 women using learning models True or False. Implementation of the research carried out within five (5) months from August 2013 to Desembers 2013. This study was conducted in two cycles in which each cycle two meetings. In the implementation of learning models True or False assisted by an observer that is Supentri. While the data on the activity of observation is a lecturer, student activity and learning outcomes.

Description Cycle 1

The repair process in the first cycle of learning is carried on December 5, 2013 with a time of 2 meetings (2 x 100 minutes) at a meeting of 10 and 11, using a learning model True or False.

Based on observations in the learning process can be described in Table 4 below:

Table 4
Activity Lecturer In Cycle I

Number	Lecture Activity	Score
1	Make a list of statements relating to the subject matter, half right and partly wrong	4
2	Number statements in accordance with the number of students	5
3	Distribute sided sheet lists a statement to each student	4
4	Ask students to identify which of the statements are true and one	5
5	Explain to the students, free to use any way to determine the answer	5
6	Ask each student to read the statement before (true or false)	5
7	Ask students to comment on the answers	5
8	Provide input for each answer	4
9	Giving awards for each correct answer	5
10	Giving sanctions against wrong answers	4
	Total	46
	Category	Very Perfect

Based on the table 4 can be explained that the lecturer activity in general with a score of 46 categories of "very perfect", because a score of 46 lies in the range of 43 - 50. The activities are conducted by lecturers "It's Perfect" is six (6) steps: (1) The number of statements in accordance with the number of students. All students get a statement, (2) Ask students to identify which of the statements are true and false. Students are to understand the explanations given by teachers, about what they should do; (3) Explain to the students, free to use any way to determine the answer. In searching for answers, the students use books that are relevant in addition to the modules that have been prepared by the lecturer, via discussions and the Internet; (4) Ask each student to read the statement before (true or false); (5) Ask students to comment on the answers; (6) Provide an award for each correct answer

For faculty activity with the category "Perfect" there are four (4) steps that can be described in more detail as follows: (1) Make a list of statements relating to the subject matter, half right and partly wrong. It is considered not so perfectly done by professors because these statements come from the majority of the material in Indonesian Political System module; (2) Distribute sided sheet that lists the statement to each student. To save time professors ask students to share with their friends, so that there are students who can pick and choose the statement is considered easy. It is not fair to the other students; (3) Provide input for each answer. Only some students who provide input, to answer his friend; and (4) Provide sanctions against the wrong answer. Due to the sanctions provided that sudden, students are less prepared to take a rather long time in determining sanctions. Sanctions in the form of singing, poetry, short stories and poetry.

Lecturer activity can affect the activity of the student, for the student activities can be seen in Table 5 below.
Table. 5
Student Activities In the first cycle

Number	Student Activity	Total	Porsentase (%)
1	Receiving list statement	36	100
2	Identify the statement is true or false	36	100
3	Noting the explanation lecturer	36	100
4	Students forward read answers	36	100
5	Provide comments or responses	15	42
6	Noting the lecturer to provide input for every answer	20	56
	Total	**179**	**498**
	Average	**30**	**83**
	Category	**Sangat Tinggi**	

Based on the table 5 can be explained that a total of 179 student activity with the category of "Very High", because it lies on rank 179 163 - 216. Of the six indicators of the activity of the students there are 4 who obtained the highest score of 36 (100%) where all the students do. While the activity of the lowest student with a score of 15 is giving comments or responses. Students are still many who are reluctant to comment, while a majority of that comment was a regular student who was active in the previous perkulihan.

Low activity of other students who are paying attention lecturer in providing input. Students are still preoccupied by their own statements, so that less attention lecturer explanation.

For learning outcomes can be explained by Table 6 below:

Table. 6

Study Results In the first cycle

Number	Score Value	Value Quality	Quality	Quality Score Designation	Score
1	3.76 – 4.00	A	4.00	Very Well	-
2	3.51 – 3.75	A-	3.75	Very Well	-
3	3.01 – 3.50	B+	3.50	Well	-
4	2.76 – 3.00	B	3.00	Good	9
5	2.51 – 2.75	B-	2.75	Good	12
6	2.01 – 2.5	C+	2.50	Enough	14
7	1.01 – 2.00	C	2.00	Enough	1
8	1	D	1.00	Less	-
9	0	E	0	Failed	-

Based on the table 6 it can be seen that the majority of students still learning outcomes with sufficient category. Where that getting enough quality designations as many as 26 people or 72%.

Noting the description of the learning process mentioned above and see the results of student learning in subjects Indonesia Political System, based on the results of discussions with the observers on the implementation of teaching in the first cycle, there are some strengths and weaknesses in learning can be described as follows: (1) Management learning by researchers has been carried out in accordance with the stages contained in Event Teaching Unit. However, in the use of learning models True or False, in the learning process there are still weaknesses (still the category "Perfect"); (2) In general, the activity of students in the learning model has been the category of "very" High ". This show has been an increase in students' learning activities, where prior to

the application of this model of learning activities of students is still low; (3) The results of learning after the use of this learning model is still the majority in enough categories and (4) It can be concluded that the studies in the first cycle can not yet be said to be successful, when compared with the performance indicators stated that this research is successful when activities lecturer of at least the category perfect, minimal student activity with high category and student learning outcomes the majority (75%) either. Weaknesses in cycle 1, will be improved in cycle 2.

Description Cycle II
Implementation of the repair process of learning in the second cycle was conducted in two sessions, namely 4x50 minutes, ie on December 17, 2013 from the hours of 8:00 to 11:20 pm. Implementation of improvement of learning in the second cycle was conducted at the meeting of 14 and 15. Using True or False learning model is the second cycle is managed by Events Teaching Unit.

Data from observation lecturer activity in the learning process with the use of models for this pair in the second cycle, can be seen in Table 7 below:

Table .7
Activity Lecturer In Cycle II

Number	Lecture Activity	Score
1	Make a list of statements relating to the subject matter, half right and partly wrong	5
2	Number statements in accordance with the number of students	5
3	Distribute sided sheet lists a statement to each student	5
4	Ask students to identify which of the statements are true and one	5
5	Explain to the students, free to use any way to determine the answer	5
6	Ask each student to read the statement before (true or false)	5
7	Ask students to comment on the answers	5
8	Provide input for each answer	4
9	Giving awards for each correct answer	5
10	Giving sanctions against wrong answers	5
	Total	49
	Category	Very Perfect

Based on the table 7 can be explained that the activities of teachers in general with a score of 49 categories of "very perfect", because a score of 49 lies in the range of 43 - 50. The activities carried out by the teacher is perfect, there are nine (9) steps and with the category of "Perfect" one (1) step.

Activity lecturers increased from perfect category (first cycle) be perfect (second cycle) are (1) Make a list of statements relating to the subject matter, half right and partly wrong. The statements given in the second cycle is more developed that require more in-depth analysis. Not all of the statements in Indonesia Political System module, but the statement adjusted to the current political conditions; (2) Distribute sheets bersii mailing statements to each student. Lecturer strictly supervise the distribution of statements, so each get one statement without bias chose and awarded randomly. and (3) Provide sanctions against the wrong answer. Because previously students had been told

to preparing sanctions in the form nyayi, rhymes, poems or short stories, then penalized if they quickly run. No longer need to take time to choose the sanctions provided.

For lecturers activities carried out still (has not changed from the first cycle) the category of "Perfect" No one is Providing input for any answers because the majority of statements already answered correctly by students, lecturers seem not too much to give input.

Increased activity score lecturer also accompanied by an increase in student activity score. To detail can be seen in Table 8 below:

Table.8

Student Activity In Cycle II

Number	Student Activity	Total	Porsentase (%)
1	Receiving list statement	36	100
2	Identify the statement is true or false	36	100
3	Noting the explanation lecturer	36	100
4	Students forward read answers	36	100
5	Provide comments or responses	25	69
6	Noting the lecturer to provide input for every answer	30	83
	Total	**199**	**552**
	Average	**33**	**92**
	Category	**Sangat Tinggi**	

Based on the table 8 can be explained that a total of 199 student activity with the category of "Very High", because 199 lies in the rank 163-216 (see page 15). Of the eight indicators of activity there were four students who obtained the highest score 36 where all students do so.

Can be explained on any indicators of activity of students in the second cycle is increased if we compare the number of student activities in the cycle I. The increase occurred in activity comment or response and attention to the lecturer to provide input for every answer.

To score the level of learning outcomes in the second cycle is also increased. This can be seen in Table 9 below:

Table. 9

Learning Outcomes At the Cycle II

Number	Score Value	Value Quality	Quality	Quality Score Designation	Score
1	3.76 – 4.00	A	4.00	Very Well	7
2	3.51 – 3.75	A-	3.75	Very Well	-
3	3.01 – 3.50	B+	3.50	Well	14
4	2.76 – 3.00	B	3.00	Good	14
5	2.51 – 2.75	B-	2.75	Good	-
6	2.01 – 2.5	C+	2.50	Enough	1
7	1.01 – 2.00	C	2.00	Enough	-
8	1	D	1.00	Less	-
9	0	E	0	Failed	-

Based on the table 9 can be explained that 97% of students received grades Neither as many as 28 people or 78% and Very Good as many as 7 people or 19%. Perningkatan happened learning outcomes, because students are more serious in

following the teaching and learning process because at the end of the course will be held posttest. Where the value of the posttest will be incorporated into the final value.

Noting the description of the learning process in the second cycle, then based on the results of discussions with the observers on the implementation of teaching in the first cycle, there are some strengths and weaknesses in learning can be described as follows: (1) The management study by researchers has been carried out in accordance with the stages are loaded in the event Teaching Unit. However, in the use of learning models True or False, in the learning process there are still weaknesses (still the category "Perfect") is to provide input on each answer. Because all the statements are correct, the lecturer just comment a little bit so impressed less than the maximum.

For student activities in the learning model with the category of "very" High ". Based on interviews with students, they feel more eager to learn by using this model. The new models they know and student bored with conventional learning model.
While the increased learning outcomes, which are obtaining good value and very good as much as 97%. It can be concluded that the studies in the second cycle can be said to be successful, because it was above the performance indicators that have been set.

CONCLUSIONS AND SUGGESTIONS
Conclusion Based on the research results can be explained that the activity of the lecturer in the first cycle (score 46) and the second cycle (score 49) in the category "very perfect". For activity of students in the first cycle (score 179) and the second cycle (score 199) to the category of "very high". While the study results in the first cycle majority with enough categories by 61% and increased in the second cycle to the category of "good" by 97%. It can be concluded that the usage model of True or False for learning can improve learning outcomes Indonesia Political System in Prodi PPKn FKIP UNRI.

Suggestion
Hopefully, educators eager to try this model, as one variation in the learning process so as to increase the motivation to learn.

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