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INCREASING STUDENT'S ABILITY IN ACCOMPLISHING THE PROBLEM RESOLUTIONS OF NATURAL RESOURCE MATERIAL RESOURCES BY USING ROUND CARD TECHNICAL QUESTIONS METHOD AT CLASS IV OF MIS AR-RASYID

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Abstract. *This study aims to determine the ability to solve the natural resources science material in class IV MIS Ar-Rashid through methods of questioning technique round card This type of research is classroom action research conducted in three cycles. In cycle I consists of 2 meetings, cycle II and cycle III consists of 1 meeting. Every cycle there are activities of planning, execution, observation and reflection. Subjects in this study were students of class IV as many as 24 students consisting of 13 male students and 11 female students. While the object of this study is the level of ability to solve the natural resource IPA material by applying the question and answer method of round card techniques. Based on the data analysis after the granting of action obtained in the first cycle there are 4 complete students (19.04%) who obtained the category of finishing ability the material of natural resources is still very low and 11 students are unfinished (80,95%) or reach mastery learning with average class 50,09. In cycle II, there were 10 complete students (47,61%) who got the category of ability to solve the Natural Resource Science material is very low and 14 unfinished students (52,38%) with the average class 71,80. In cycle III, there were 18 complete students (85,71%) who got the ability category to finish the natural resource high science material (reaching completeness study), and 6 unfinished students (14,29%) with the average class 77.90. Thus it can be concluded that the use of question and answer methods round card techniques can improve the ability to solve the natural resource IPA materials so that this method can be used as an alternative learning.*

Keywords: Student's Ability, Problem Resolutions of Natural Resource Material Resources, Round Card Technical Questions Method, Class IV MIS Ar-Rasyid

INTRODUCTION

In order to realize the next generation that is able to compete in the future, the teacher as the educational designer in the small scope should be able to design the learning by using model, strategy, method and even instructional media in every field of study, with the aim of the students to be actively involved in each learning process understand the concepts of what they learn and the learning that is done fun in the whole subjects. In an effort to improve the ability of completion of Natural Resources Science Material in the fourth grade students of AR-RASYID MIS, the researcher attempted to

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select and apply the questioning method of round card technique. . According to Al-Tabany based on the problem is the interaction between the stimuli with the response, is the relationship between the two directions of learning and the environment[1]. The environment provides input to students in the form of help and problems, while the brain's nervous system functions to interpret the aid effectively so that problems encountered can be investigated, assessed and analyzed and sought to solve it well. According Djamarah and Zain Experience students obtained from the environment will make to them materials and materials to gain understanding and can be used as guidelines and learning objectives[2].

Identified several problems that arise in this research are: Low ability of student in solving natural resource science materials, Lack of students understanding of material learned especially natural resources, Lack of student activeness in class, so that student only heard explanation from teacher, Student less exercises to study the problems of science, teaching methods selected teachers less effective and less demanding student activeness in science learning.

Observing problem identification is related to problem limitation as described above, then the formulation of problem in this research is as follows: How ability of student in solving Natural Science Natural Resources material before using question and answer method round card technique in class IV. How do students and teachers respond to the use of round-the-clock questioning methods on science subjects on natural resource materials in the classroom, what is the student's ability to solve the problem on natural resource materials after using the round-robot questioning method. Is the application of science learning on the subject of natural resources by question and answer method of round card technique can improve students' ability in solving the problem .

Taking into account the formulation of the above problem, the purpose of this study is intended to know: The ability of students in solving the natural resource science material before using the round card techniques method, student and teacher response

[1] Trianto Ibnu Badar Al-Tabany. (2014). *Mendesain Model Pembelajaran Inovatif, Progresif, Dan Kontekstual*. Jakarta: Prenada Media Grup.

[2] Syaiful Bahri Djamarah Dan Aswan Zain. (2010). *Strategi Belajar Mengajar*. Jakarta: PT Rineka Cipta

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on the use of methods of questions and answers round card techniques on science subjects to the material natural resources. Students' ability in completing Natural Resources Natural Science material after using questioning method round card technique, Increasing ability to solve natural resource science materials in science learning after used questioning method round card technique. Looking closely at the research objectives above, this research expected: Increase the science treasures, especially in science lessons, developing the method of learning in a variety that makes it easier in the process of teaching and learning, especially in science learning, improving students' understanding in working on natural resource materials in science subjects.

LITERATURE REVIEW

According Sutawidjaja, science learning is a process of teaching and learning that was built by teachers to develop students 'thinking creativity that can improve students' thinking ability and can improve the ability to construct new knowledge as an effort to improve good mastery of natural resources[3]. Everyone has different abilities, both in remembering and using something he receives. This can be caused because not everyone is the same mindset or level of intelligence. Each person is different in composing everything he observes, views, memorizes or thinks about. In addition to differing in the level of ability to think, one can also be different in how to acquire, store and apply knowledge in everyday life.

Meanwhile, according to Polya there are several steps to complete the IPA, namely: 1) Understand the problem, 2) Plan for completion, 3) Implement the Plan, 4) Re-check [4]. According Supinah that "question and answer method is the interaction between students and teachers in the form of purely question and answer in discussing a particular topic or problem"[5]. Initiative and question-and-answer directives are controlled by the teacher. Questions should be answered students and conversely can

[3] Akbar Sutawidjaja, *Dkk*. (1993). *Pendidikan 3*. Jakarta: Depdikbud Direktorat Jenderal Pendidikan Tinggi Proyek Pembinaan Tenaga Kependidikan.

[4] Polya. (2007). *Langkah-Langkah Penyelesaian Soal Cerita Soal*. (*Http://Id.Shvoong.Com/Writing-And-Speaking/2174905-Langkah-Langkah-Penyelesaian-Soal-Cerita/#Ixzz1xs02ld82)*. Diperoleh Tanggal 14 Mei 2017

[5] Christina De Simore. (2014). PBL In Teacher Education Trajectories Of Change. *International Journal Of Humanities And Social Science* . Volume 4.

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happen students ask the teacher. Although learning is purely question and answer but still needed an informative way especially for briefing. According to Masek explain how to use question and answer method there are things to note that is as follows[6]:

a) The purpose in proposing question

They are encouragement of students thinking, refreshing students 'memory (as apperception), motivating students, encouraging discussion, directing students' attention, encouraging inquiry, checking student responses, inviting student questions and more.

b) Kinds of question

Can be open or closed questions.

c) Level of question

Can be a low-level question (measuring memory only, general jawaaban: yes, no, maybe, right, wrong and the like) and high-level questions measure higher comprehension. Good question Techniques include: simple, simple-communicative questions, clearly pronounced and good intonation, varying from low to high. Unanswered, uniform goals, questions addressed to all students, students given the opportunity to think, asked to show a finger to answer or selected one of the students to answer questions. Respect student answers of any quality, accept and examine student answers before asking other questions, not cut student answers, stimulate students to answer in front of class, act as if not yet know the answer when there are students asked to stimulate students to think.

Based on the expert opinion above, it can be concluded that the method of question and answer can make the interaction of teachers and students who are active. So that makes learning interesting, and generate interest, motivation and attention of students to the lessons delivered by teachers. According to Dadmavathy Through the question and answer method, the teacher can ask the students to know the level of students understanding of the lesson, and students can ask questions to the teacher, so

[6] Alias Masek. (2011).*The effect of proble based learning on critical thingking ability : a theoretical and empirical review*. Johor : international review of social sciences and humanities. Vol 2 ISSN 2248 – 9010.

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that teachers can mengatahui difficulty and problems obtained by students during the learning process, other things that are very important that the question and answer method can train students' thinking ability. So that students can increase learning outcomes[7].

According Roestiyah, that to create a life of learning and teaching interaction needs teachers to generate question and answer techniques or dialogue [8]. Furthermore, the question and answer technique is a technique to motivate students to rise up their thinking, during listening to lessons. According to Ibrahim, guiding independent investigation as well as group investigation is how teachers motivate students to create hypotheses, gather information, data relevant to problem-solving tasks, conduct experiments to obtain information and problem solving, develop and present work[9].

METHODOLOGY

The type of research conducted is classroom action research (Classroom Action Research). Classroom action research can be interpreted as a process of studying the problem of learning in the classroom through self-reflection in an attempt to solve the problem by performing planned actions in real situations and analyzing any influence of the treatment. This research was conducted at MIS AR-RASYID, having address at Tadukan Raga Village, STM Downstream Sub-district.

FINDINGS AND DISCUSSION

By using question and answer method of round card technique on science subjects, can improve the material ability of natural resources of students. This is based on the test of the ability to solve the natural resources material which is carried out in the fourth class of MIS Ar-Rashid. Based on the results of the research analysis after the action given on the first cycle that is on the test of the ability of natural resource material I there are 4 students (19.04%) who reached the completeness of classical learning (get

[7] R. D Dadmavathy. (2013). *Effectiveness of problem based learning in mathematics. International multidiciplinary*. E-journal ISSN 227 -4262

[8] Roestiyah N.K. (2012). *Strategi Belajar Mengajar.* Jakarta: Rineka Cipta

[9] , Bilgin Ibrahim. (2008). *learning Instruction on University student's performance of conceptual and Quantitation problem* in das concept. Turkey: Eurasia Journal of Mathematics, science and technology education 153- 164

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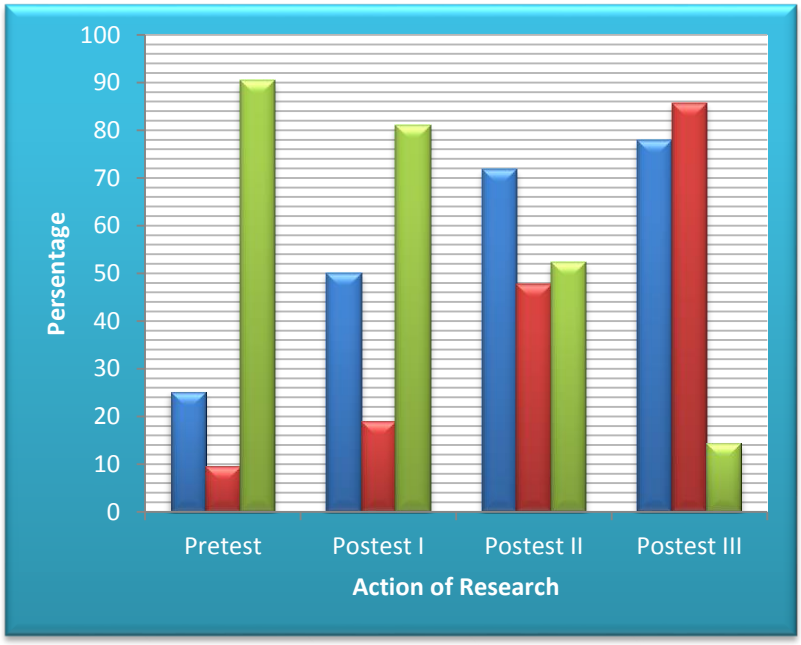
very low category) with the average class 50.09, after the second cycle of action that is done on the test of the ability to solve the material of natural resources II there are 13 students (47.61%) who reached the completeness of classical learning (obtaining medium category) with the grade average of 71.80%. And result of analysis after given action cycle III that is on test of ability to solve material of natural resources III there are 18 students (85,71%) which reach completeness learn classically with average class 77,90%. obtained showed that students experience an average increase from the cycle I 50.09 to 71.80 in cycle II and to 77.90 in cycle III. Similarly, the level of mastery learning classical increase that is cycle I 19.04% to 47.61% in cycle II and increased to 85.71% in cycle III. The increase can be seen in the following table:

Recapitulation of research results starting from pretest, posttest I, posttest II, and posttest III can be seen on bar chart below:



Recapitulation of Student Enhancement

Based on the above table, it was found out that the level of students' ability to complete the natural resource materials in the fourth class of MIS Ar-Rashid has increased in each indicator and in each cycle. This can be seen from the table below:

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Table 1 Description of Student Ability Level

Criteria	Level of Ability	TKMSC (Posttest) I	TKMSC (Posttest) II	TKMSC (Posttest) III
90 – 100	Most high	0	5	4
80 – 89	High	2	4	8
65 – 79	Mediaum	2	5	6
55 – 64	Low	3	3	0
0 – 54	Very low	17	7	6
∑		24	24	24
Class Avarage		50,09	71,80	77,90
Percentage of classical mastery		19,04%	47,61%	85,71%
Unfinished percentage		80,95%	52,38%	14,29%

Percentage of students' ability in solving natural resource material has increased. This is evident in the increase of students in the categories understand the problem, plan the completion, carry out the completion and check back answers until the answer is appropriate. This is in line with the theory put forward by Polya in Susanto that problem solving consists of four basic steps: understanding the problem, making a plan to solve the problem, solving the problem, re-examining the answers obtained. With active and interactive student participation throughout the learning process, the classroom atmosphere becomes livelier and fun which ultimately the capacity to solve the natural resources material increases. This is in accordance with the opinion of Yamin problem-based learning is one of the innovative learning models that provide active learning conditions to learners in real world conditions. This is also in line with research conducted by Safina and Saminan that the round card method can increase the value of children in primary school rapidly with the group. Thus by using question and answer method of round card technique on science subject matter Natural resources can improve student ability.

CCONCLUSION

Based on the results of research and discussion that have been put forward, it can be concluded several things as follows: The use of question and answer method round card techniques can improve the ability of finishing natural resources in science subjects in class IV MIS Ar-Rasyid Village Tadukan Raga Subdistrict STM Hilir

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