Sense of Nationality: Increasing the Sense of Nationality to the State Through NHT (Number Head Together) Learning Based on Power Point on High Class Students of Elementary School

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Abstract: This study aims to be expected to be one of the alternative models of innovative learning that can be applied in the classroom. In addition, it can provide additional knowledge and insight for teachers to be able to develop techniques or ways in the learning process. Design used is a classroom action research conducted on 2 cycles. There are four action steps in this study, namely: planning, implementation, observation and reflection. Data obtained through observation, interviews and tests. The results of this study indicate that there is an increase in student activity by 13% from 73.1% in cycle 1-86.1% in cycle 2. The increase also occurred in the completeness of classroom learning (classical) by 20% from 68% in cycle 1-88% in cycle 2. This classroom action study was declared successful because both indicators of research both on aspects of learning activities.

INTRODUCTION

Education transforms people towards a better direction. Each country has an obligation to provide decent education for its citizens. Citizens are entitled to basic education to be pursued in primary school. The function of education itself is to develop the ability and form the character and civilization of a dignified nation in order to educate the nation's life, aims to develop the potential of students to become human beings who believe and to God Almighty, noble, healthy, knowledgeable, skilled, creative, independent and become a democratic and responsible citizen (Law of the Republic of Indonesia No. 20 of 2003 on national education system Article 3).

Education also serves as a process of cultural transformation, the formation of personality, the process of preparing citizens and as an activity that guides the students so as to have a basic provision for work (Tirtarahardja and Sulo, 2005). Education in schools requires teachers to be more creative and innovative in carrying out learning both in the classroom and outside the class. Updates of learning in addition to materials that are taught in an integrated way also in terms of techniques, methods and learning media is expected to assist students in mastering learning materials that are taught to achieve learning objectives.

However, in the implementation of the field certainly not always in line with existing theories. There are still many teachers to teach using traditional old ways such as lectures, assignments, giving too much homework and so forth. And there are still many teachers who do not use the media as a means to facilitate students in understanding the subject matter. Of course it resulted in the declining ability of students

Table 1: Classify the phases between the behavior of teacher and student

Phases	Teacher behavior	Students behavior
Phase 1 numbering	The teacher divides the students into groups or teams of 5 and gives students the number	Each student in the team has different numbers according to the number of students in the group
Phase 2 questioning	Teachers ask questions to students according to the material being studied that varies from specific to general and varying degrees of difficulty	Students listen and answer questions
Phase 3 heads together	The teacher provides guidance to groups of students in need	Students think together to find answers and explain answers to members in their team so that all members know the answers to each question
Phase 4 answering	Master mentioned one of the numbers The teacher randomly selects the group to answer the question	Each student from each of the same numbered groups raised their hands and rubbed the answers for the entire class Students whose numbers are called teachers from the group raised their hands and stood up to answer questions

in understanding and mastering the subject matter. Though the elementary school age is at the golden age stage in its development. For that need to be developed and spurred to the maximum growth and development of students can develop optimally so as to create the next generation of a superior and competitive nation both domestically and abroad.

To create such things then the teacher must be able to innovate in learning. Innovation by teachers can be with appropriate model, method or media and in accordance with the expertise and ability of teachers and also the characteristics of students encountered.

One simple media that is efficient and easy to use is the power point media. Media power point can attract the attention of students, of course, focus and attention of students can be focused on the material to be delivered. Thus, students can concentrate fully on the subject matter, so that, they can understand the material well to achieve the expected learning objectives. In theory, a power point-based interactive slide is feasible to use with an average score of 3.48 which is included in a viable category Based on the above background description, the research will be conducted to apply the media-based NHT type learning power point to enhance the sense of nationality of the state in terms of student activity.

The formulation of the problem in this research is focused on the application of NHT learning based on power point media. Is the application of model of NHT learning model based on power point media can improve student's understanding on the material explaining the meaning of symbols of Pancasila and give examples of behavior in accordance with the values of Pancasila in life daily?. Specific objectives this study is expected to help students who have learning difficulties and can increase individual activities and can socialize in groups to work together to solve problems and improve learning outcomes. In general, the results of this study is expected to be one alternative model of innovative learning that can be applied in class. In addition, it can provide additional

knowledge and insight for teachers to be able to develop techniques or ways in the learning process.

Literature review

Number head together: The learning model of head number type together was first developed by Spencer Kagan in 1993. The model of learning head number together is a model of group learning that each member of his group is responsible for the task of his group, so that, there is no separation between one student and another student in one groups to give and receive between one another (Susanto, 2014). The cooperative learning model of head number type together is used to involve more students in reviewing the material covered in a lesson and checking their understanding of the content of the lesson (Trianto, 2011). The main characteristics possessed by cooperative learning model type head head together is a group of heterogeneous have different head numbers and think together. Cooperative type number head together that is numbering, filed a role Yaan, think together and answer. This is in accordance with the syntax of cooperative learning type number head together according to Kagan in Susanto is as follows in (Table 1).

Power point media: Media is everything that can menyandaikandan distributed messages from the source in a planned manner so, as to create a conducive learning environment where recipients can make the learning process efficiently and effectively (Munadi, 2013). Media serves as an intermediary/tool/tool for the communication process in the learning process (Rohani, 1997). Media is inseparable from the learning process to achieve the goals of education in general and the learning objectives in schools in particular (Arsyad, 1997). Media can improve learning outcomes because they attract student's attention and foster learning motivation (Sudjana and Rivai, 2011).

Be able to present and explain the theoretical materials used in classical learning for both small and large groups (Munadi, 2013).

The advantages of using power point media in learning are as follows: easy to use even for teachers who have never used it/beginners be able to display the object in accordance with the original through the picture or video, can combine all elements such as text, video, animation, images, graphics and sound or sound into a unified whole and integrated, having the ability to accommodate students according to the learning modalities, especially for those who have visual, auditory, kinesthetic or other types; being able to develop learning materials; can attract students attention/focus on learning materials, facilitate students in understanding the learning materials, so that, the learning objectives can be achieved.

Power point media: The task of civic learning is to develop democratic education that carries the three main functions of developing civic intelligence, civic responbility and civic participation. According to Kaelan the function or purpose of civic education is to be able to produce students who:

- Have the ability to take a responsible attitude in accordance with their conscience
- Have the ability to recognize life and welfare problems and their solutions
- Recognize the changes and developments of science, technology and art
- Have the ability to interpret historical events and cultural values of the nation to promote Indonesian unity

MATERIALS AND METHODS

Research design: The type of research used in this study is Classroom Action Research (CAR). This classroom action research emerged because of a sense of teacher dissatisfaction with the student's learning outcomes in the learning process in the classroom. To be able to improve student learning outcomes then the teacher who at the same time the researcher makes research action class. This classroom action research is done by the teacher in the class. And the issues raised in this classroom action research also comes from the problems of learning that exist in the classroom the classroom action research is a study whose problem is lifted from the classroom context (Susanto, 2014).

Research subject or target of writing of this research is 5th grader of elementary school which amounted to 25 students. There are four action steps in this research that is: planning, execution, observation and reflection.

Data collection techniques;
Observation: Non-test data collection technique is done through observation or direct observation using observation sheet. The observation sheet is filled by the observer in this case the researcher by giving the score according to the observation or observation result. Then the scores obtained are converted or converted into numbers or letters.

Non-test data collection techniques or observations are used to observe the spiritual aspects and social aspects of students at the time of learning. In addition, this observation sheet is also used to observe the activities of teachers during the learning activities.

Test: Techniques of collecting data using tests conducted to determine student learning outcomes. Learning outcomes in question that is the form of cognitive aspects or aspects of knowledge and skills aspects. The results of the test results then given scoring in the form of numbers or values based on assessment criteria.

Data collection techniques in the form of this test is done at each end of the cycle in research. This is done to know the development of learning outcomes in each cycle. Does in the cycle still require improvement learning or considered sufficient because the success indicator of the research has been achieved.

Documentation: Data collection techniques documentation used to obtain data or information relating to research, research implementation, student analysis and also conceptual analysis. Documentation in the form of photographs or recording taken when the learning activities of the cycles implemented.

RESULTS AND DISCUSSION

Phase 1: Planning; The results of observations made by researchers as indicated that the learning outcomes on the subjects of learning on the nationality of the sense of state is low. One of the reasons is that students are less active during teaching and learning activities. To be able to increase student cooperation activity, hence, prepared research plan as follows:

- Analyzing
- Developing syllabus in preparing syllabus that need attention are core competence, basic competence, subject matter, indicator, learning activity, time allocation, teaching material, learning resource and media used
- Setting the amount of material to be delivered for a single meeting

Table 2: Observation sheet of the student learning activity in cycle 1 and 2

Aspects	I	II
Initial activities		
Students answer greeting	3.5	4.0
Students pray according to their religion and belief	3.0	4.0
The student listens and raises his hand when his name is called	2.5	4.0
Sing Garuda Pancasila songs together	2.5	3.5
Students gather according to the group formed by the teacher	3.0	3.0
Listening to information on learning activities and learning objectives to be learned about the meaning of Pancasila symbols and examples of behaviors that are in accordance with the principles of Pancasila	2.5	3.0
Main activities		
Students pay attention to teacher's explanation	2.5	3.5
Students listen to questions from the teacher	2.5	3.0
Students conduct group discussions and write answers to LKPD that has been provided	2.5	3.5
Students whose numbers are mentioned answer questions from teachers based on group discussion results	3.5	4.0
Students with the same number respond to answers from other groups	3.0	3.5
Students give applause	2.5	3.0
Students work on evaluation sheets	3.5	3.5
Students do the task for 10 minutes	2.5	3.0
Students together with teachers conclude the subject matter	3.0	3.0
Final activities		
Students answer simple questions from teachers (reflection)	3.0	3.0
Students listen to the moral and spiritual messages conveyed by the teacher	3.0	3.0
Students pray according to their religion and belief	3.0	4.0
Students answer the closing greetings from the teacher	4.0	4.0
Total	55.5	65.5
Average	2.92	3.44
Percentage	73.1%	86.1%

- Arranging the media power point with the purpose of the media will make the material delivered can be more easily understood by the students
- Arranging student worksheets with the theme of nationalism to the country
- Developing research instruments among other instruments of observation of student activities and student worksheets

Phase 2 (Implementation): Implementation of learning type head together-based media power point cycle 1 and 2 each consisting of one meeting. Cycles I and II are done on different days. Cycle displacements are performed after all phases have been exceeded.

Learning flow used in research refers to the implementation plan of learning that has been compiled. This research involves two observers who make observations or observations of the activities of teachers and students while researchers act as classroom teachers.

At the time of student learning are present as many as 25 students with the details 13 male students and 12 female students. Before the research begins the teacher prepares all the necessary tools in the learning process.

Phase 3 (Observation): Observations in this study were conducted by two observers ie peer teachers. Observation is done on the activities of students and calculate the level of student learning outcomes.

Student activity: The result of observation of student activity as defined in (Table 2). In cycle 1, it is known that the percentage of success of student learning activities is 73.1%. As for the calculation of the percentage of student activity as follows:

$$P = \frac{F}{N} \times 100\% = \frac{55.5}{76} \times 100\% = 73.1\%$$

Where:

P = Percentage of activity
F = Number of scores obtained
N = Maximum score of all components

According to the criteria of the assessment of the existing learning activities of students, the percentage of student activity is 73.1% in the "fair" category that is in the range of 55-75%, so this result has not met the defined success criteria of ≥80%.

While in cycle 2 is done the same calculation and it is known that the percentage of success of student learning activity is 86,1% is in "good" category that is in range 75-100%, so this result have fulfilled the success criterion that is set that is equal to = 80%.

Student learning outcomes: In cycle 1 it is known that there are 17 children whose average learning outcomes have reached the minimum completeness criteria or have exceeded the minimum completeness criteria. The figure reaches 68% of the total number of students. Whereas 8 children have not reached the minimum mastery criteria. Minimum for learning outcomes is determined for 75. Calculation of the average value of student learning outcomes in cycle 1 is as follows information:

$$X = \frac{\Sigma x}{N} = \frac{1860}{25} = 74.4$$

Where:
X = Average
$\sum$x = Amount of total score of students
N = Amount of students

While the percentage of learning mastery in cycle I can be calculated by:

$$P = \frac{n}{N} \times 100\%, \; P = \frac{17}{25} \times 100\% = 68\%$$

Where:
P = Percentage of mastery
N = Number of learning complete frequency
N = Total number of students

According to the criteria of the assessment of learning outcomes, the percentage of learning mastery of 68% is in the "fair" category that is in the range 55-75%, so this result has not met the established success criteria that is equal to = 80%. So, the research continued on cycle 2.

In cycle 2 it is known that there are 22 children whose average learning outcomes have reached the minimum completeness criteria or have exceeded the minimum completeness criteria. The figure reaches 88% of the total number of students. While 3 children have not reached the minimum mastery criteria. The minimum for learning outcomes is determined by 75. According to the criteria of assessment of learning outcomes, the percentage of learning mastery of 88% is in the "good" category that is in the range 75-100%, so, this result has met the established success criteria of = 80%. So the study was stopped at cycle 2.

Phase 4 (Reflection): The reflection activity is done when the learning has been done. This activity aims to improve the learning that will be implemented by improving the lack of learning that has been done. From the result of reflection on cycle I, it is concluded that.

- Teachers are less depth in relating the experience of the child with the learning that will be implemented, so that, children tend to be less motivated to tell the experience
- Media used in the form of power point media which contains about explanation of meaning and symbol of Pancasila. The media is considered too descriptive so as not to invite students to discuss either in groups or in class discussions
- The use of attributes in the form of head numbers with color discrimination is a bit confusing for students and teachers to mention students who will answer questions in discussion

- While working on the evaluation sheets, students are not given time limits, so many students take a long time to complete the evaluation questions, so that, much learning time is wasted
- Still found some students who cool to play alone or joke themselves at the time of discussion, so, the discussion results are less than the maximum. Teachers less motivate other students
- The absence of a mark to identify each student, makes it difficult for teacher observers to assess each student. Because the observer teacher has not memorized the names of each student

From the results of the discussion, it was decided that the learning in cycle 1 is still a lot of weaknesses, therefore, researchers must develop improvement plans for the next cycle. Any shortcomings in learning in cycle I will be studied by the researcher and try to suppress the deficiency in cycle 2.

Reflection in cycle 1 is the first stage for the start of cycle 2. As in cycle 1 and 2, passes phase 1, 2 and 3 before finally done reflection. In cycle 2, there are a lot of improvements that occur, either learning activity. The student learning outcomes (can be seen in the previously described phases). From the results of reflection on cycle II, it is concluded that.

Student cooperation activity increased from cycle 1 and 2 so it can be concluded that the improvement of action in cycle 2 it has good impact on learning process, that is able to increase student cooperation activity.

Student learning outcomes and completeness of students in cycle 2 already meet the criteria of success indicators, so this research can be said to have succeeded. With these achievements this study was ended in cycle 2 and not continued in the next cycle.

The increase of students understanding towards the sense of nationality to the state through group work: According to Slavin cooperative learning refers to a variety of teaching methods where students work in small groups to help each other in learning the subject matter. This mutual help activity is the basis for fostering a sense of belonging to the nation. Students also discuss ideas, ideas or opinions within the group. This is done to achieve the learning objectives or to understand the subject matter they are studying.

Similarly, Huda NHT cooperative learning trains students to work together in a team or group to solve problems or to learn and understand the subject matter. Student co-operation in the group determines the success of the group of students in solving existing problems. Groups are small scales or reflections of a large state.

Results of observation of student learning activities in the first cycle reached 73.1%. In the first cycle of

student learning activities are said to have not succeeded because the value obtained is still below the targeted value in this research indicator, the value of at least 75%. While in the second cycle of student learning activities reached 86.1%. The result of student learning observation in cycle 2 is said to be successful because it has reached the minimum value of indicator in this research that is above 75% that reach value 86,1%. From these results, the researchers can conclude that the student activity in the learning cycle 1 and 2 has increased by 13% and is said to have achieved success.

The students achievement on learning through NHT learning: According to Slavin some of the reasons why NHT learning is needed is to improve student achievement. By using the cooperative learning model of student learning outcomes in this case student's understanding of the subject matter will be improved. Students will easily understand a concept when learning is more interesting and students play an active role in learning. Through this learning students are required to bias actively follow the learning by way of discussion solve existing problems.

Cooperative learning model type head together is used to involve more students in reviewing the material covered in a lesson and check their understanding of the contents of the lesson, so that, by using cooperative learning model type number head together student's understanding of the subject matter will experience increased Trianto. This is in accordance with the results of research that has been done.

In this class action research, cycle 1 shows that from 25 students in grade 5, 17 students have complete learning and the remaining 8 students have not reached the completeness of study or it can be said 68% of students in one class is complete and 32% more unfinished. Furthermore, the classroom action research is continued in the next stage that is cycle 2. In the second cycle there is a rapid progress of learning results from 25 students in one class there are 22 students who get the value of learning outcomes above the value of minimal or complete completeness criteria and the remaining 3 students have not reached the completeness criteria minimal or not yet completed. Thus, the results of the percentage of learning mastery in the second cycle reached 88%.

From these results, the researchers can conclude that the learning outcomes in the 1 I and II is an increase in student achievement mastery. In cycle 1 there are 17 students who complete the study, while in cycle II as many as 22 students. There is an increase of 5 students who experience complete mastery learning. In addition, the average class also increased in cycle 1

the average class reached 74.4 while in cycle II reached 86.8. There was an increase of 12.4. Thus, learning in cycle 2 can be said to achieve success. This is indicated by the completeness of student learning outcomes in one class reaches 88% with the average of student learning outcomes is 86.8.

CONCLUSION

Based on the results and analysis of research data that has been done on cycle 1 and 2 on the application of learning NHT-based power point media can be summarized as follows. Student learning activity has a significant improvement. This is proven by the increase in student activity by 13%, from 73.1% in cycle 1-86.1% in cycle 2. The achievement of student activity percentage in cycle 2 has fulfilled the research indicator on student activity aspect of = 75%. Student comprehension in learning also experienced a significant improvement. This is evidenced by the increase of classical learning completeness (classical) by 20 from 68% in cycle 1-88% in cycle 2. The completeness of learning of all students in the class in cycle 2 has met the indicators of research on the learning mastery of all students in Class of = 80%. This classroom action research is considered successful because both indicators of research both on the aspect of learning activities. The application of learning methods of NHT type based on power point media can be used as an alternative learning model for teachers, especially in learning to improve nationalism towards the grade 5 students.

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