

Presentation Technical of Students' Task Learning Outcomes in Learning Activity

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Abstract

Student learning-centered is intended for mastery of material that demands maximum student abilities through cooperative task completion that is presented in front of classmates. The presentation is being held by a direct discussion of all students guided by groups of presenters and examiners. The research was carried out through a learning process, explorative way purposed of increasing student learning activities. The technique of presenting the assignment results is a debate, that begun by arranging seats in three (3) sections. Two parts face to face and one more part is formed of letter U seats. Learning activities occur when the presenter team presents a material discussion; the examiner team and/or the moderator directly respond and do the rebuttal to review the presenter's material. The audience is invited to give questions and comments to the presenter. The specificity of students' assignments outcomes presentation is a concern of learning process involve the whole aspects of class either the presenter or the all students.

Keywords: Presentation of task outcomes, Learning Activities.

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INTRODUCTION

Learning was done is students' learning-centered that is intended for mastery of the material. Therefore, the learning undertaken is learning that demands the maximum ability of students including through completing cooperative tasks that are presented in front of classmates. The presentation was in the form of a direct discussion conducted by all students but was led by two (2) groups of presenters and examiners, each group consisting of 5 students. Presentation of material by the presenter's group was responded directly by the examiner group through a series of questions and rebuttal so that the two groups in front of the class defended each other's arguments. The presenter group is required to be able to maintain the review of the material while the examiner group is required to try to question the review of material that is still abstract, unclear so that it has an opportunity to be questioned and debate it, so they must be able to provide their arguments on the condition that they must understand and master the material presented or questioned or refuted. Thus, the learning activities undertaken will enable them to have characters such as honest, brave and critical. But will the facts show this hope? This article will answer that question.

REVIEW OF LITERATURE

The Presentation of task outcome

There are many references supported variety methods to be used in running the teaching learning process in the classroom so that one of the most relevant method to the learning material, students' characteristic and classroom atmosphere can be chosen. It is accordance to the statement of Setyowati [1] in her article that the method selection can be carried out in the interest of learning, meaning that it is in accordance with the topic, material, theme, and learning context..

Djamarah and Zain [2] in Sutarna [3] stated that the assignment method is a way of presenting teaching material whereas a teacher gives gives specific tasks in order to carry out learning activities". To solve a task problem can be done in and out of classroom, such as in the school yard, library, in the workshop, laboratory, at home or where the important task can be done. According to Slameto [3] in Suparti [4], stated that a giving task a method is a kind of teaching way by sharing the material based on task that flexible to be done in the out of classroom learning schedule with a certain time and responsible of material understanding. Thus, the tasks that have been completed can be accounted further through the presentation or the task outcome show up.

Based on the opinions, it can be concluded that a giving task method is a way of delivering learning material through task that can be done in the out of classroom learning activities depend on the determine time then the finding will be presented and discussed among others students.

Students' Learning Activities

According to Dimiyati [5] the activeness of students in learning has a diverse form, from easily observable physical activities such as reading, listening, and writing, demonstrating, and measuring. While psychic activities that are difficult to observe are like recalling the contents of the subject matter at a previous meeting, using the treasury of knowledge possessed to solve problems, inferring experimental results, comparing one concept with another, and so on.

According to Arikunto [6] "learning activities are the involvement of students in the form of attitudes, thoughts, attention, and activities in the learning process activities. Meanwhile, according to Sardiman [7] learning activities are planned teaching and learning activities, especially in order to achieve the expected learning achievement.

Referring to the research finding conclusion of Zakiah, Jamaluddin and Inmran [7] stated that the implementation of a giving task method could improve the IV grde students' learning activities of SD Inpres 1 Kasimbar under the subject PKn. A good students' activities is defined as a readiness of students in following the learning process, un derstanding and concerning to the lesson, able to ask some questions either to the teacher or among classmates, do their assignment well, further in giving enthusiastic of following the lesson.in addition, the conclusion of the research finding of Ulfaira, Jamaluddin dan Septiwiharti [6] stated that learning activities keep improving from the pre-action stage to the first cycle action, to the second cycle action. Increased student learning activities are achieved by applying role playing learning.

METHOD

The research was done through an explaratory learning process in elementary school teacher education program of UMN Al-Washliyah, 2018/2019 academic year. the sample of research was fourth semester students of elementary school teacher education program of UMN Al-Washliyah. The technique used to collect data was observing and evaluating the running learning process.

FINDING AND DISCUSSION

Research Finding

Based on the observation made in the learning activities take place

A presentation of task learning outcomes technique

Students who presented the results of the assignment were 39 fourth semester elementary school teacher education study programs. They conducted lectures at the Al-Washliyah UMN Aziddin campus located at Jl. Lintas Medan - Perbaungan, Lubuk Pakam, and Deli Serdang Regency.

Prior to the presentation of task learning outcomes, it was begun by managing and arranging (10) seats. The ten seats were dividing into two sides against, 5 seats each. It was consisted of 5 seats faced to the west and 5 seats to the east. Then for the other seats will be arranged as a letter of U nearby the classroom wall.

After the chairs are neatly arranged, students sit in their respective seats as usual. In presenting the results of this assignment, there are three (3) main groups/teams namely the presenter group as a team that is obliged to present the results of the assignment in accordance with the specified time. Whereas the examiner and/or moderator group is a creative team and examiners who are obliged to arrange the program and test the material review delivered by the presenter team.

To begin the presentation of the task learning outcomes, five students as presenter will be pleased to sit in the five seats which faced to the west, meanwhile 5 students as examiners (moderator) will be placed in another five seats which faced to the east. Moreover, the other students as audience will sit in U seats that have been provided.



For the next step, the examiners team include a moderator will open the presentation that begun with salam and sholawat, then invite the presenter to present the material discussion.

The presentation of students task learning outcomes was done by using debate method which is every single material was delivered by the presenter could be directly responded, commentated and rebutted by the examiners and moderator team. Besides, audiences also have the opportunity also open to

audiences for delivering their questions about the relevant topic and material after the moderator invited them to.

At the end of the discussion of task learning outcomes, when there was no more questions, comments or rebuttal from examiner team and moderator meant that the presentation can be ended and it would close by the moderator, and all off participants would give supports each other by greeting the congratulation and big applause.

Students' Learning Activity

Students who present the task learning outcomes are 39 students of fourth semester of elementary school teacher education study program whom divided into small groups. Every single group consists of 5 students.

Learning activities related to assignments are done since the topic of the material is informed to each group. Each group prepares presentation materials by gathering assignment material information according to their agreement.



Why is it so? Because the presentation of the results of the assignment is debatable so that all students must prepare themselves mentally about the material being discussed. Thus, all students (other than presenters) have the same opportunity to have the right to ask the presenter team. Moreover, the examiner team and / or the moderator, to start the presentation of the results of the assignment, they start with their views regarding the material that will be delivered by the presenter team. This is shown from the material they have prepared in the sheets of paper they hold when the presentation of the assignment results is underway. Therefore, the presentation of the task learning outcomes is carried out while the presenter team explaining the material related in front of examiner team and/or moderator and audience.

Thus, the specialty of this learning activity is that the learning activities undertaken by students are not only carried out by the presenter team as well as the presentation of the task learning outcomes in general but the whole other students namely the examiner team and / or moderator and audience.

PeDiscussion of Research finding



The debate presentation technique requires the presenter team to do their best in mastering the material that they will convey in front of their friends. The review of the material has been prepared a few days before the presentation day which shows that learning activities are not only carried out in the classroom but learning activities that occur outside the classroom both individually and cooperatively. Learning activities that occur outside the classroom are based on their agreement to explore in gathering materials that will be used material to be delivered at the time of presentation of the results of the assignment. The agreements that occur produce effective communication and meetings between them that occur not just once but can be more than that. The same thing was done by the examiner team in preparing the same material as the presenter material intended to test the review of the presenter material.

Activities for learning activities that occur, it turns out, they are able to show that they master the material they have prepared, brave and able to answer questions in time pressure. Not only that, they also get a rebuttal from the testing team and audience for the answers they give and can be overcome. The atmosphere of the debate took place between the presenter team, the examiner team and the audience. This condition shows that the learning activities that occur to them especially before the presentation of the results of the assignment are supported by their experiences both directly related to lectures and when they are working as teachers and others.

Thus, the technique of presenting the results of assignments that are debating with the model as described above which is visually clarified to the learning activities of student's shows that the process that occurs is the process of understanding and mastering the material that will be an experience for each student. All students who are members of each group have shown their characters including honest, brave and critical. The presenter team showed their courage in presenting the material, their arguments and answered questions and even dared to debate with the examiner team. The examiner team showed their courage in criticizing material reviews by asking questions until there was a debate which showed that

each tried to defend their argument. In addition, they show an honest character regarding the facts they find in the field when interacting with the wider community, especially in the educational environment.

From the research finding conducted showed that there are several things that make students' learning activities different from previous learning activities, namely a) in the completion of the assignment, they look for experience and experience it directly, b) students who do themselves especially in the presentation of the results of the assignment so that they can develop a variety of characters such as brave, can accept other opinions, c) they do the assignment completion in accordance with their interests and as they can, d) the atmosphere of learning in the classroom to be democratic, crowded but communicative and conducive, mutual respect for opinions and talk. This is in accordance with the research finding of Kurniawati and friends [8] that states that there are 8 factors that cause learning activities increased, one of them is that students look for their own experiences and directly experience themselves.

CONCLUSION

Based on the research finding had been discussed, there are several points can be concluded, namely a) learning activities that occur not only when they conduct lectures but also occur before lectures, b) the specificity of the technique debate presentation of learning outcomes is learning activities that are not only conducted by the presenter team as the presentation of the task learning outcomes in general but also involve the whole students include the other team of examiners and/or moderators and audiences, c) the intensity of learning activity occurs in different activity from usual condition which have students without having a regular task.

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