

IMPROVING BALINESE LEARNING OUTCOMES THROUGH THE IMPLEMENTATION OF PRAGMATIC APPROACHES

Ni Made Ayu Dwi Anggreni*¹

¹ SMA Negeri 1 Kuta, Badung, Bali, Indonesia; nianggreni44@guru.sma.belajar.id

*Corresponding author; E-mail addresses: nianggreni44@guru.sma.belajar.id

ARTICLE INFO

Article history:

Received September 02, 2023

Revised September 10, 2023

Accepted October 2, 2023

Available online November 30, 2023

Keywords: learning outcomes, Balinese language, pragmatic learning approaches

Copyright ©2023 by Author. Published by Lembaga Pengembangan Pembelajaran, Penelitian, dan Pengabdian Masyarakat Universitas PGRI Mahadewa Indonesia

Abstract. This research is a classroom action research consisting of 2 cycles. The research subjects were all 34 students of Class X IPS 3 at SMA Negeri 1 Kuta. The objectives of this study included: 1) to know student learning outcomes in learning Balinese with the application of pragmatic learning approaches, 2) to know students' responses to learning Balinese with the application of pragmatic learning approaches. The results showed: 1) student learning outcomes increased and 2) students gave positive responses to Balinese language subject. In cycle I, student learning outcomes obtained an average class of 74.71 with classical completeness of 82.35% in the incomplete category. In cycle II, student learning outcomes obtained a class average of 80.74 with classical completeness of 94.12% in the complete category. Based on the results of this study,

the application of a pragmatic approach can be used as an alternative in an effort to improve the quality of student learning processes and outcomes.

INTRODUCTION

The education system in general has developed very rapidly, in line with the development of increasingly complex information and technology systems. This development should be followed by the development of a culture-based education system, so that the existing culture is not increasingly neglected (Widana, 2020). Even though the education system has developed very rapidly, there are still many inequalities found in the delivery system and the results of education as a nation-building process related to culture (Putri Sri Devi et al., 2022). The development of people's lives is also still marked by various moral, socio-economic, political, and identity inequalities as a nation (Harta, 2020). This shows that our education system has not been able to develop Indonesian people and society as expected.

In fact, more specifically our education tends to be hellish in nature, ignoring socio-cultural values that have taken root as a noble heritage from our nation's ancestors. On the other hand, developments in science, technology and globalisation have brought changes to almost every niche of human life (Sumandya et al., 2022). In line with this, the process of democratisation, autonomy, law enforcement and human rights is flowing rapidly. Facing these developments and problems, human resources of high quality, capable, and noble character are urgently needed (Damayanthi et al., 2022).

In teaching and learning activities, various problems are often faced by teachers (Husain, 2021). They include the existence of a variety of methods used in the learning process and the lack of mastery of knowledge of certain learning materials, the absence of an accurate measuring instrument to determine the effectiveness of a method used in the learning process, carried out in presenting a learning material does not reflect the needs optimally, and teacher welfare is inadequate so that many teachers do their job partially and not wholeheartedly (Suwati, 2022). If this is not addressed immediately, it will have an impact on the low quality of education. The low quality of education referred to includes the ability of students to absorb the subjects taught by the teacher which is not optimal, imperfect character formation that is reflected in the attitudes and life skills possessed by each student, and the low ability of students to read, write, and count in various fields (Widana et al., 2023).

To answer the problems that occur in the learning process, several efforts have been taken, including making changes to the learning process which are expected to be able to shape the conditions for students to develop creative and innovative thinking skills optimally. The learning process needs to be changed from the method of transferring knowledge to how to learn with individual beliefs, involving students in learning activities and placing the teacher as a mediator, facilitator, observer, or instructor (Susmariani et al., 2022). In line with the changes in the learning process, teachers need to improve themselves and be able to look back at their function and role as a teacher (Astawayasa et al., 2022). Learning activities in which students only sit, listen, record, and memorise will not lead us to improve the quality of education. Learning activities are expected to involve most students actively, both physically, mentally, and socially in the learning process. To be able to realise these learning activities, teachers should be able to change learning strategies from conventional systems to learning strategies that are able to provide opportunities for students to be actively creative during the learning process (Meneses, 2020).

Researcher's observations of Balinese language learning in Class X Social Sciences 3 of SMA Negeri 1 Kuta show that the Balinese language teacher in teaching acted as an "information provider" while students acted as recipients of information. Thus, the lecture method was considered the most effective method in imparting knowledge to students. This was acknowledged by Balinese language teachers who stated that in learning they often used the lecture method because teaching materials were inadequate for carrying out learning activities. Using the lecture method, the average Balinese language learning result for class X IPS 3 students at SMA Negeri 1 Kuta in the odd semester of 2019/2020 was 69 (slightly below the minimum completeness criterion of 70). These results indicate that the lecture method is less effective in learning Balinese so that learning outcomes are low.

The lack of students' language skills, especially in using Balinese, is caused by a lack of a communicative learning approach which is a special approach that is used in language teaching in general (Yasmini, 2020). The reality that occurs in the field is that theoretically at a glance it appears that students can understand the material provided, but from the point of view of implementation in practice it is not as expected. This is because the communicative approach related to the orientation of the nature of language learning itself is often ignored, especially from the teacher's own factor.

Observing the problems stated above, through this research, a lesson will be applied which is expected to be able to condition students in such a way that students can be actively involved in learning, fostering cooperation among students, and students with teachers. The learning applied takes the form of learning with a pragmatic approach through sociodrama

methods and experience studies. The teacher's role in learning is as a facilitator and mediator who guides students and creates learning situations and conditions that can stimulate students to learn more meaningfully. With students learning more meaningfully through a pragmatic approach using the sociodrama method and experiential assessment, it is hoped that the learning outcomes of Balinese language students in class X IPS 3 at SMA Negeri I Kuta will improve.

The goal to be achieved in this research is to reveal that through the pragmatic approach used in the learning process, it can improve the learning outcomes of class X IPS 3 students at SMA Negeri I Kuta in the odd semester of the academic year 2019/2020. The results of this study are expected to provide benefits both theoretically and practically. Theoretically, the results of this research are expected to complement the study of efforts to improve Balinese language learning outcomes through a pragmatic approach to class X IPS 3 students at SMA Negeri I Kuta Badung. Practically, for students, the results of this study are expected to be useful for students in improving Balinese language learning outcomes. For teachers, the results of this study are expected to motivate Balinese language subject teachers to implement a pragmatic approach in learning. For schools, the research results are expected to make a positive contribution to schools in improving Balinese language learning outcomes.

METHOD

This type of research is classroom action research, which is planned to be divided into two activity cycles. Each cycle consists of four stages, namely planning, action, action implementation, evaluation and reflection (Kemmis & Taggart, 1998). The subjects in this study were 34 students of class X IPS 3 at SMA Negeri 1 Kuta in the academic year 2019/2020. The object of this research was the quality of Balinese language learning which included student learning activities, class discussions, practice doing assignments, student learning outcomes, and student responses to pragmatic learning approaches.

The data in this study are in the form of qualitative data and quantitative data. Qualitative data are in the form of planning descriptions, implementation of drafting actions, observation/ evaluation, and reflections on pragmatic learning approaches, while quantitative data are in the form of student learning outcomes after carrying out written evaluations and reviewing experiences. Data was collected through observation, tests, interviews, document recording, and student response questionnaires.

Data analysis activities consist of data processing activities, descriptive statistical analysis. Data analysis activities consist of (1) editing data manually, (2) tabulating data, and (3) processing data according to needs. Data editing is done because there may be unclear data or errors in document filling, so it does not meet the requirements for analysis. The completeness criterion for a class to be considered complete in learning if the score reaches $\geq 85\%$, while for student responses the success criterion is at least classified as positive.

RESULTS AND DISCUSSION

Based on the results of the first cycle of research, it was obtained that the average student learning achievement was 74.71 with classical completeness of 82.35%. Based on the success criteria, the research was said to be successful if the average class learning outcomes were >70 , with a completeness requirement of $>85\%$. This meant that the average learning outcomes in cycle I had been achieved but the classical completeness had not been

completed. The histogram of student learning outcomes in cycle I is presented in the following figure.

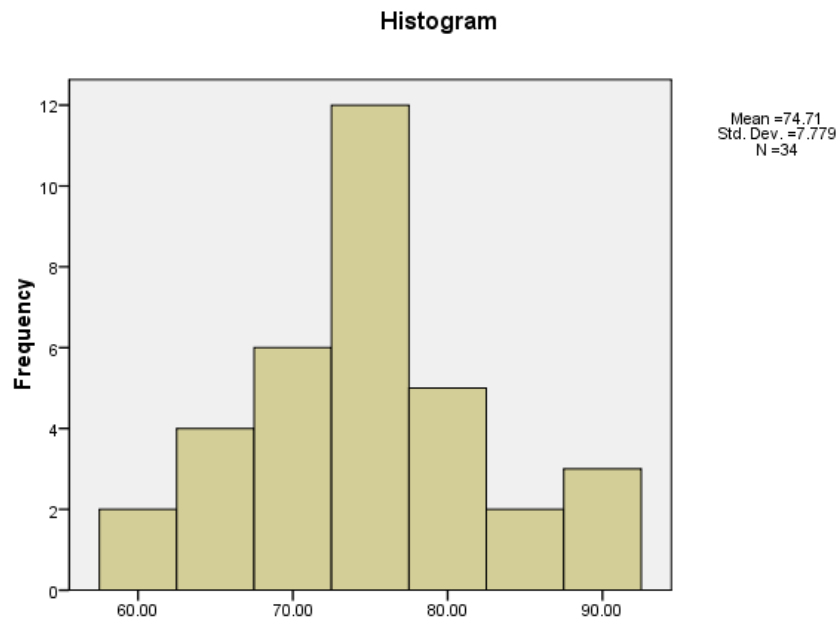


Figure 1. Histogram of Learning Outcomes Cycle I

Based on the reflection results of cycle II, it was obtained that the average student learning outcome was 80.74 with classical completeness of 94.12%. Based on the success criteria, the research was said to be successful if the average class learning outcomes were >70 , with a completeness requirement of $>85\%$. This meant that the average learning outcomes and classical completeness in cycle II had been achieved. Statistical tabulation of cycle II learning outcomes is presented in the following image.

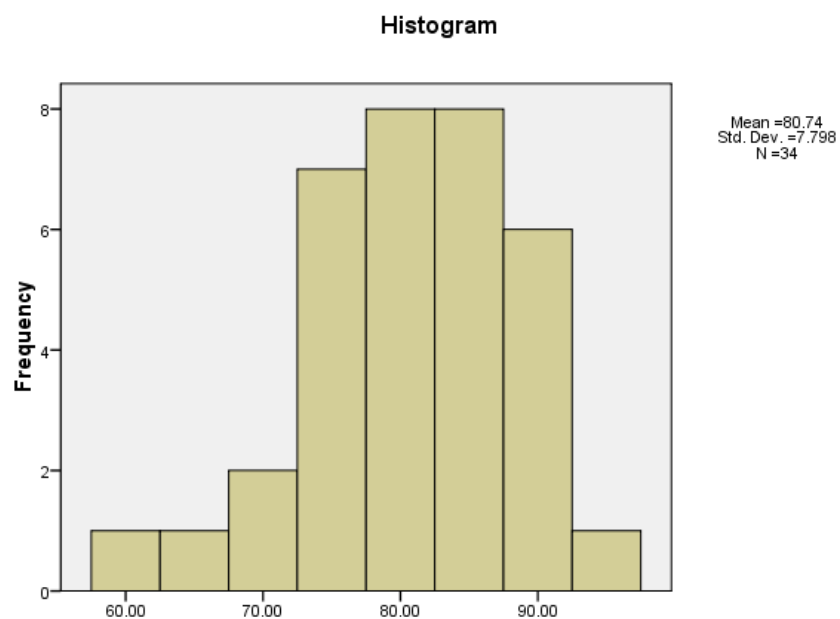


Figure 2. Histogram of Learning Outcomes Cycle II

To get data about student responses, a questionnaire was distributed after the final test of learning in cycle II. Data about students' opinions are expressed in 14 items in which the scoring uses a Likert scale. Based on the results of distributing a questionnaire regarding students' opinions regarding the pragmatic learning approach, the class average data obtained for the student response score was 55.94. Thus the student's response to the applied learning was classified as positive and met the established success criteria. Overall, the results obtained in this classroom action research are summarised in Table 1.

Table 1. Overall Research Results

Cycle	Learning Outcomes		Improvement	Responses	
	Cycle I	Cycle II		Average	Category
Average	74.71	80.74	6.03	55.94	Positive
%	82.35	94.12	11.76		

Based on the research results obtained, the student learning outcomes in cycle 1 obtained an average of 74.71 with classical learning completeness of 82.35%. Based on the learning outcomes data obtained in the first cycle, the learning process in general can be said to be successful. On average, learning outcomes met the success criteria, which was >70, but learning completeness had not met it, which was <85%, so it could be said that the learning process had not been completed. The average student learning outcomes in cycle II was 82.35 with 94.12% classical completeness. The results obtained were a very good improvement compared to cycle I. More clearly the development of students' Balinese learning outcomes can be seen in figure.

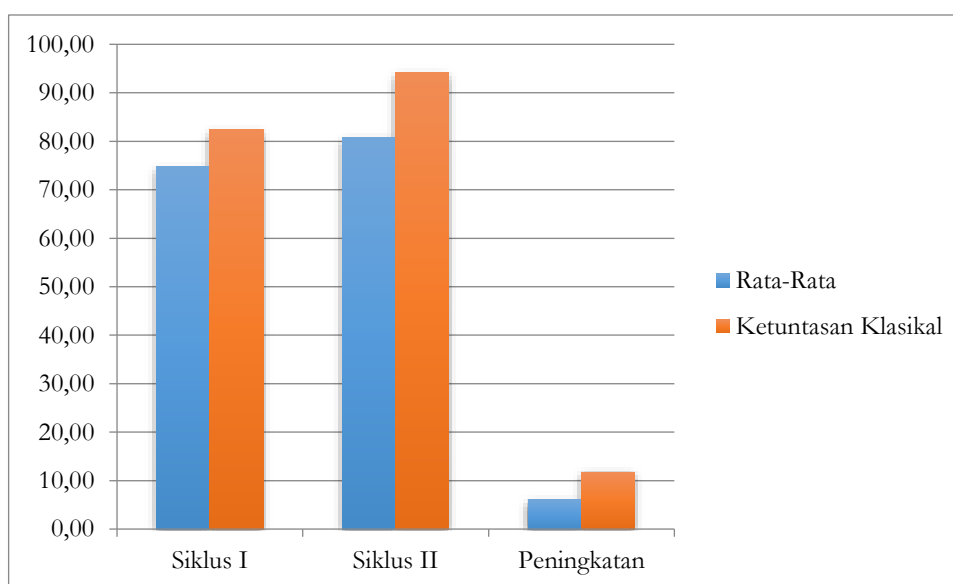


Figure 3. Learning Outcomes Improvement

This increase in learning outcome scores is supported by the pragmatic learning approach, the application of which is very optimal. This is reasonable because this approach is more productive where students can imitate the model being demonstrated so that students can more easily understand Balinese language concepts. In this way, students will be able to

develop motivation to analyse problems, express opinions, and relate events to Balinese language concepts. Thus, it leads to improving student learning outcomes.

CONCLUSION

Based on the results of the research and discussion, it can be concluded that: 1) a pragmatic learning approach can improve the learning outcomes of Balinese language students in class X IPS3 at SMA Negeri 1 Kuta. In cycle I, student learning outcomes obtained an average class of 74.71 with classical completeness of 82.35% in the incomplete category. In cycle II, student learning outcomes obtained a class average of 80.74 with classical completeness of 94.12% in the complete category. Shortly, there is an increase in the average learning outcomes and classical completeness from incomplete to complete, and 2) the responses of class X IPS3 students of SMA Negeri 1 Kuta to the pragmatic learning approach are classified as positive with an average of 55.94.

Suggestions that can be delivered are: 1) a pragmatic learning approach can improve student learning outcomes, so it is suggested that teachers can apply it according to the situation and conditions of their school, and 2) teachers in general, and Balinese language teachers in particular, to continue to innovate learning approaches so that they can improve the quality of learning processes and outcomes.

BIBLIOGRAPHY

- Astawayasa, K. G., Widana, I. W., & Rasmen Adi, I. N. (2022). Pengembangan asesmen HOTS mata pelajaran matematika sekolah dasar. *Jurnal Ilmiah Pendidikan Citra Bakti*, 9(1), 129-141. <https://doi.org/10.38048/jipcb.v9i1.660>
- Damayanthi, K. A. U., Widana, I. W., & Sumandya, I. W. (2022). Pengembangan bahan ajar matematika berbasis vokasi menggunakan linkfly siswa kelas X SMK. *Indonesian Journal of Educational Development*, 3(2), 199-208. <https://doi.org/10.5281/zenodo.7026852>
- Harta, I. W. (2020). Penerapan model pembelajaran induktif berbasis pendekatan analogi untuk meningkatkan prestasi belajar bahasa Indonesia dalam menulis teks ekposisi. *Indonesian Journal of Educational Development*, 1(1), 122-130. <https://doi.org/10.5281/zenodo.3760735>
- Husain, H. (2021). Upaya membantu guru membuat e-ulangan melalui metode SHOPING menggunakan whatsapp. *Indonesian Journal of Educational Development*, 1(4), 544-555. <https://doi.org/10.5281/zenodo.4559684>
- Meneses, F. da C. (2020). Penerapan model pembelajaran kooperatif tipe team accelerated instruction untuk meningkatkan hasil belajar bahasa Indonesia. *Indonesian Journal of Educational Development*, 1(2), 199-209. <https://doi.org/10.5281/zenodo.4003871>
- Putri Sri Devi, D. A. P., Widana, I. W., Sumandya, I. W. (2022). Pengaruh penerapan ice breaking terhadap minat dan hasil belajar matematika siswa kelas XI di SMK Wira Harapan. (2022). *Indonesian Journal of Educational Development (IJED)*, 3(2), 240-247. <https://doi.org/10.5281/zenodo.7032283>
- Sumandya, I. W., Widana, I. W., & Nugraha, I., N., B., S. (2022). The skills of high school mathematic teachers in utilizing the *merdeka belajar* plattform. *Indonesian Research Journal in Education |IRJE|*, 6(2), 455 - 464. <https://doi.org/10.22437/irje.v6i2.22504>
- Susmariyani, N. K., Widana, I. W., & Rasmen Adi, I. N. (2022). Pengaruh model pembelajaran inkuiri terbimbing berbasis blended learning dan kemandirian belajar terhadap hasil

- belajar matematika siswa sekolah dasar. *Jurnal Ilmiah Pendidikan Citra Bakti*, 9(1), 230-240. <https://doi.org/10.38048/jipcb.v9i1.675>
- Suwati, N. W. (2022). Penggunaan whatsapp group sebagai media pembelajaran daring untuk meningkatkan hasil belajar siswa. *Indonesian Journal of Educational Development (IJED)*, 3(2), 266-272. <https://doi.org/10.5281/zenodo.7033306>
- Widana, I. W. (2020). The effect of digital literacy on the ability of teachers to develop HOTS-based assessment. *Journal of Physics: Conference Series 1503* (2020) 012045. <https://doi.org/10.1088/1742-6596/1503/1/012045>
- Widana, I. W., Sumandya, I. W., Citrawan, I. W. (2023). The special education teachers' ability to develop an integrated learning evaluation of Pancasila student profiles based on local wisdom for special needs students in Indonesia. *Kasetsart Journal of Social Sciences*, 44(2), 527–536. <https://doi.org/10.34044/j.kjss.2023.44.2.23>
- Yasmini, N. W. S. (2020). Integrasi satua Bali dalam konseling postmodern untuk meminimalisasi perilaku bullying siswa. *Indonesian Journal of Educational Development*, 1(2), 190-198. <https://doi.org/10.5281/zenodo.4003860>