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Examples in the Development Site
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Tadulako University, Indonesia

By Hamlan Hamlan

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Implementation of Examles Non Examles in the Development Site Material in of *Megalithic Lore Lindu* Central Sulawesi for Student of Tadulako University, Indonesia

Misnah¹*, Hamlan Andi Baso Malla², Bau Ratu³ and Bahri⁴

¹Universitas Tadulako, Central Sulawesi, Indonesia

²State Islamic Religion Insitute, IAIN Palu, Indonesia

³Universitas Tadulako, Central Sulawesi, Indonesia

⁴Universitas Makassar State University, Indonesia

*misnah@untad.ac.id

Abstract. This research was conducted student learning outcomes through critical thinking by developing megalithic site material in Lore Lindu, Central Sulawesi. A series of researches are implemented through classroom action research, each of which goes through the stages of planning, action, observation, reflection. Data were analyzed using qualitative and quantitative descriptive methods. This research was conducted on students at Tadulako University class A, in semester 1 (one) there were 31 students. The results show that through the development of local culture-based material namely, megalithic sites through the application of examples and non examples, picture media can improve learning outcomes and students think critically in the learning process.

Keywords: examples not examples, Megaliths, Sites, and learning outcomes

1. Introduction

Globalization in the context of world of education today is an era that must be able to create graduates who have knowledge, skills, in accordance with the development of science and technology. [1][2] In the world of education today a learning process, which is carried out by educators is demanded to assist students in developing life skills so that they can compete in the 21st century. [3][4][5]. Change is an era that will bring about rapid changes and processes that we cannot avoid in today's globalized world, information technology development. At present the world of lectures is an part of the era of disruption, developments in the field of information technology affect all components of lectures, not only in the learning system, but also in other components such as teachers, materials, media and also students. The most fundamental changes in the field of education occur in students. [6][7]. Real conditions at this time the importance of making creative and innovative breakthroughs to produce professional competence in the era of globalization so that learning designs must be able to make attractive plans, implementations and evaluations that produce quality learning producing professional graduates. 21st century learning demands are important to improve competence in terms [2] learning needs to be planned, monitored, implemented and evaluated to support the improvement of the quality



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of learning, educators must be able to build effective relationships with students and continuously reflect and improve the quality of teaching and learning [8][9].

Based on observations in class A, the students of the University of Tadulako in the 5th semester history education study program in the history learning planning course showed that students scored low on the development of the Lore Lindu megalithic site material in Central Sulawesi. The cause of the low student scores is that the strategies used are still conventional, namely the lecture method, students being passive, the learning resources used are centered on the lecturer. From these problems researchers are interested in conducting research to find solutions to the difficulties faced by students and lecturers. This research is important because it will help lecturers to reflect, evaluate, and improve student learning outcomes in the development of megalithic site material in Lore Lindu, Central Sulawesi. Researchers make new efforts in the history learning process for students at the University of Tadulako, so that learning takes place more effectively and student-centered learning strategies.

21st century learning emphasizes collaboration that can be developed through cooperative learning, and it is very important to improve collaboration skills to produce quality learning, the development of the globalization era. One of them is through cooperative learning that uses a small group or team system, which is between four to six people who have different academic backgrounds, sexes, races or ethnicities. The purpose of this learning is to develop academic achievement, social skills, and instill tolerance and acceptance of individual diversity. Developing prosocial behavior among groups to develop positive and active attitudes in the classroom by applying cooperative learning in the classroom of students provides opportunities to collaborate, be active with one another [10]. [11].

One important thing to do in this research is the application of examples and non examples in the material development of the Lore Lindu megalithic site for students of Tadulako University, thus through this research the researchers approached the cooperative implementation by applying image media to produce students thinking critically, and able to solve and can improve learning outcomes for students at Tadulako University

2. Discussion

Study was conducted in three cycles, action, at this stage the researcher will identify the problem and prepare lesson plans, observation sheets, worksheets and student tests. The first analyzed data were the results of student tests on the development of megalithic site material in Lore Lindu, Central Sulawesi without the example sample method. After that, the results of student tests in the development of historical material teaching materials Lore Lindu megalithic sites with **non-analyzed sample methods**. Actions, at this stage the researchers carried out the stages that have been prepared in the planning as follows: 1) students are guided to pay attention to the picture; 2) students in groups are guided to analyze and describe the theme of the pictures and 3) students are guided to interpret the results of discussions that analyze the images that have been designed in the instructional media designed and each group is given the opportunity to present the results of the discussion. The description of the picture in the learning process can be seen as follows:

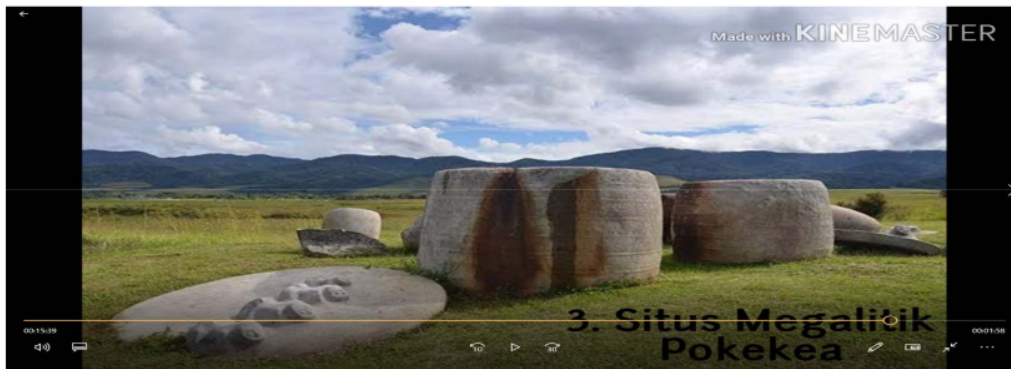


Figure 1. Development of Central Sulawesi Lore Lindu Megalithic Site material

Observation, in the observation phase the researcher will observe students through instruments in the form of observation sheets, questionnaires and test sheets as a result of observing pictures using the assessment rubric prepared. Reflection, at this stage the researcher evaluates the plans and actions that have been taken which include the results of student work, the learning process and other things that need improvement to determine what actions will be taken at each stage in the next cycle of

Table 1. Pre Cycle Students Learning Outcome

Score	Frequency	Percentage
90 – 100	0	-
80 – 89	2	6.45%
70 – 79	10	32.25%
60 – 69	15	48.40%
50 – 59	4	12.90%
Total	31	100%

Table 2. Students' Learning Outcome In Cycle 1

Score	Frequency	Percentage
90 – 100	-	-
80 – 89	4	12.90%
70 – 79	14	45.16%
60 – 69	10	32.26%
50 – 59	3	9.68%
Total	31	100%

Based on exposure through cycle 1, obtained achievement of the results that learning has not yet reached the criteria ($\geq 70\%$ of students scored above 75). The cause of incompleteness is caused by students still being passive in the ongoing learning process due to not being accustomed to using image media in the development of local material, lack of confidence in exploring critical thinking skills that are already owned by students, so that the learning process is not yet complete and we will continue on the second cycle, at this stage will provide motivation to students to be more active in the learning process, provide guidance to the difficulties in the learning process, apply examples of strategies rather than examples, and give prizes.

Table 3. Students' Learning Outcome In Cycle 2

Score	Frequency	Percentage
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90 – 100	-	-
80 – 89	5	16.13%
70 – 79	16	51.61%
60 – 69	8	25.81%
50 – 59	2	6.45%
Total	31	100%

Based on observations in cycle 2, obtain the result that learning has not yet reached the criteria ($\geq 70\%$ of students scored above 75), concludes that the results obtained at this stage are still not satisfactory. For this reason, improvements will be made in cycle 3, which is to motivate students to be more active in the learning process; guiding students who experience difficulties in the learning process, applying examples of strategies rather than examples, giving gifts to students who are able to explore the ability to think critically through image media.

Table 4. Students' Learning Outcome In Cycle 3

Score	Frequency	Percentage
90 – 100	2	6.45%
80 – 89	8	25.8%
70 – 79	18	58.07%
60 – 69	3	9.68%
50 – 59	-	
Total	31	100%

Based the implementation of actions in cycle 3, the results obtained increase and reach the criteria ($\geq 70\%$ of students scored above 75). At this stage shows 28 of 31 students scored above 75. researchers and lecturers collaborating as partners did not find significant obstacles as a barrier to the effectiveness of learning activities carried out in the third cycle. Researchers finally concluded that student learning outcomes improved, this study had a good impact on honing students' ability to think critically through the implementation of examples and non examples on the development of Lore lindu megalithic site material in Central Sulawesi.

3. Method

This study applies classroom action research that refers to learning process activities to measure learning outcomes for the better. Class action will be carried out in three cycles, each cycle consisting of four steps: planning, action, observation and reflection. The cycle will be terminated if learning outcomes have improved [12], [13]. Data collection in this research uses documentation to obtain data from the number of students in class A and student learning outcomes before the non-sample sampling method is applied. Observation is the result of observation of student learning activities and this test is used to evaluate to see learning outcomes when non-sample methods an example is implemented in learning. Learning outcomes data obtained from daily tests were analyzed using a ≥ 70 scale in daily exams. Conversely, a student is declared incomplete if he gets < 70 on a daily test. This study uses descriptive qualitative and quantitative techniques [14]. The subjects of this study were 31 students in the history learning planning course at Tadulako University, consisting of 19 women and 12 men

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