THE USE OF STM LEARNING METHODS TO IMPROVE LEARNING SKILLS IN CLASS V STUDENTS AT SDN SOMONGARI

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ABSTRACT

The Science-Technology Society Approach (S-T-M) is a learning strategy that combines understanding and utilization of science, technology and society with this approach students are expected to be able to apply through whatever skills have been given according to the material. This research was conducted at Smongari Public Elementary School, as to find out the students at that elementary school to what extent they understand the application and usefulness of cutting skills with the STM approach. The method used by researchers in this study was PTK (Classroom Action Research), in which the population in this study was fourth grade elementary school students. There are 15 students in class IV of Songanari Public Elementary School. The information obtained in this class is still a lack of understanding in applying skills to artificial vegetative material (cuttings). So this method can be used to improve student skills.
Keywords: community science technology, classroom action research, skills

INTRODUCTION

According to Hadawiyah etc. (2019:54) The Science-Technology Society Approach (S-T-M) is a learning strategy that combines understanding and utilization of science, technology and society with the aim that science concepts can be applied through skills that are beneficial to students and society. Skills that are useful for students in the environment in order to create self-awareness according to what Amali et al. (2019: 194) Introduction: Exploration of students, 2) Formation of concepts, 3) Application of concepts in life, 4) Strengthening of concepts, and 5) Assessment.

This activity will certainly be very useful for students to improve students' skills in themselves. According to Walidain., 2020: 56 says that learning skills are a method and technique that is well mastered by students regarding knowledge material or learning material delivered by lecturers in an agile, effective and efficient manner, which of course these learning skills must be trained, so that students become skilled in learning. If students have learning skills, it will be easier for students to achieve learning goals.

Based on the explanation above, so that we have innovation and provide solutions for students to explore themselves in life outside in order to create care for the surrounding environment by holding learning using the STM learning method to improve learning skills in fourth grade students of SD Negeri Somongari.

METHOD

The research method used here is Classroom Action Research (CAR). Classroom action research is research conducted by teachers in their own classes through self-reflection, with the aim of improving their performance as teachers, so that student learning outcomes increase

(Wardani, 2010:4). Meanwhile, according to Azizah., 2021: 18 says that a form of scientific and methodical study or activity is carried out by teachers/researchers in the classroom by using actions to improve learning processes and outcomes. The objectives of classroom action research can be formulated as follows: a) Improving and improving the quality of education, b) Improving teacher professional services in the context of services to students, c) Improving practice in the learning process in class, d) Improving communication between colleagues and collaboration in research, e) Improving the ability to do research among teachers.

This research was conducted directly to 15 grade IV students at Smongari SDN, Kaligesing District, Purworejo Regency. The technique used is the practice of artificial cuttings on cassava plants directly. The research was carried out by explaining the material first and then practicing directly. The research was carried out in the following steps: 1) At the invitation stage students will be given problems by asking questions about vegetative propagation. 2) Exploration stage, here the teacher guides students to solve the problems given about the material. 3) The solution stage, the teacher guides students to discuss by providing solutions. 4) Application stage, students do direct practice, namely artificial cuttings.

RESULTS

During the learning process using the science and technology community (STM) approach to artificial vegetative material, students always ask questions. This proves the high curiosity of students. Based on the results of the practice of using the science and technology community (STM) approach, it can be observed that students find it easier to understand artificial vegetative development. Students are able to practice directly and understand the steps that must be taken so that plants can grow properly.
The following are the results of student scores after carrying out artificial vegetative practices:

Attendance Number	Score
1	80
2	80
3	85
4	85
5	80
6	85
7	80
8	80
9	85
10	80
11	90
12	80
13	80
14	85
15	85

Based on the results of the assessment obtained, it is known that the learning outcomes data using the science and technology community (STM) approach obtained 100% complete. The use of STM proves that it can increase students' grades and understanding of artificial vegetative material. In addition to using the STM method students tend to be creative in carrying

out artificial vegetative practices. Students become skilled in doing artificial vegetative practicum.

CONCLUSION

Based on the discussion above, it can be concluded that the learning outcomes data using the science and technology community (STM) approach obtained 100% complete. The use of STM proves that it can increase students' grades and understanding of artificial vegetative material. In addition to using the STM method students tend to be creative in carrying out artificial vegetative practices. Students become skilled in doing artificial vegetative practicum. Not only practice, but students will also understand and be able to apply their skills at home.

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