INFLUENCE OF QUANTUM LEARNING MODELS ASSISTED WITH ASK FLASHCARD MEDIA ON WRITING SKILLS

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Abstract

This study aims to determine the impact of using the Quantum Learning model assisted by Flashcard Question media on the writing skills of fictitious texts for Class V SD Negeri Purwosari, Secang District, Magelang Regency. This research is a type of Pre-Experimental Group Pretest- Posttest Design. Research subjects were selected by total saturation sampling. All members of the population have the same opportunity to be sampled. Sampling in this study means that all fifth grade students at SD Negeri Purwosari totaled 23 students. The data collection method was carried out using performance appraisal. Test the validity of the instrument using expert test. Data analysis used a parametric statistical test, namely the Paired Samples T-Test with the help of the SPSS for Windows version 24 computer program. The conclusion of this study is that the quantum learning model assisted by question flashcard media has an effect on students' fiction writing skills. This is proven by the results of the paired samples t-test analysis, the value of Sig. (2-tailed) is 0.013 <0.05, then H0 is rejected and H1 is accepted. This means that there is a significant influence from the application of the quantum learning model assisted by question flashcards on the skills of writing fictional texts in grade 5 SD Negeri Purwosari.

Keywords: Quantum Learning Models; Questions Flashcards; Fiction Writing Skills.

Abstrak

Penelitian ini bertujuan untuk mengetahui dampak dari penggunaan model pembelajaran Quantum Learning berbantuan media Flashcard Tanya terhadap keterampilan menulis teks fiktif Kelas V SD Negeri Purwosari Kecamatan Secang, Kabupaten Magelang.Penelitian ini merupakan jenis penelitian Pre-Exsperimental Group Pretest-Posttest Design. Subjek penelitian dipilih secara sampling total jenuh. Semua anggota populasi mempunyai kesempatan yang sama untuk dijadikan sampel. Sampling pada penelitian ini artinya semua siswa kelas V SD Negeri Purwosari berjumlah 23 siswa metode pengumpulan data dilakukan dengan menggunakan penilaian unjuk kerja. Uji validitas instrument dengan menggunakan uji ahli. Analisis data menggunakan uji statistik parametrik yaitu Paired Samples T-Test dengan bantuan program komputer software SPSS for windows versi 24. Simpulan penelitian ini adalah model pembelajaran quantum learning berbantuan media flashcard tanya berpengaruh terhadap keterampilan menulis teks fiksi siswa. Hal ini dibuktikan dengan hasil analisis uji paired samples t-test, nilai Sig. (2-tailed) adalah sebesar 0,000 < 0,05, maka H0 ditolak dan H1 diterima. Artinya terdapat pengaruh yang signifikan dari penerapan model pembelajaran quantum learning berbantuan flashcard tanya terhadap keterampilan menulis teks fiksi siswa kelas 5 SD Negeri Purwosari.

Kata kunci: Model Quantum Learning; Flashcard Tanya; Keterampilan Menulis Teks Fiksi.

INTRODUCTION

The 2013 curriculum is a curriculum that emphasizes student activity in learning or student centers. Students get more opportunities to gain their own knowledge with the teacher acting as a facilitator. Through active and creative learning, students are directed to always think critically about every problem presented. In line with the 2013 curriculum, Indonesian language learning aims to bring students into line with their mental development and solve real life problems by thinking critically (Khair, 2018). Another opinion from Susanto, stated that the aim of learning Indonesian in elementary school is, among other things, so that students are able to enjoy and utilize literary works to develop their personality, broaden their outlook on life, and improve their knowledge and language skills. The implementation of Indonesian language learning in elementary schools must be carried out by prioritizing the meaning in it, so that students can develop good language skills both verbally and in writing.

At elementary school level, students must have at least basic language skills. The language skills in question are divided into 2 types, namely receptivewhich consists of reading and listening, and productive which consists of speaking and writing. These four skills are basically used in all learning content, such as writing. According to Dewi (Kusumaningsih, 2013) stated that writing is a very powerful tool in learning which itself plays a very important role in the world of education. Writing is an activity of brainstorming, brainstorming ideas, which are expressed in writing through written language. Writing activity is not just copying words and sentences, but rather expressing and developing thoughts, thoughts and ideas in an orderly, logical, systematic writing structure, so that it is easily captured by readers (Mulyati, 2014).

Writing can be realized in narrative form. Narrative is an essay that tells an incident or event so that the reader seems to see and experience the event themselves. Narrative is an essay that tells an incident or event so that the reader seems to see and experience the event themselves (Dalman, 2015). One type of essay is a fictional text. A fictional text is a narrative written based on the fiction, imagination/imagination of an author to provide a certain purpose to the reader.

This fiction text is a type of narrative that is simple to learn, because fiction is composed based on the author's imagination. Fiction stories tell various problems of human life in their

interactions with the environment and each other, interactions with themselves and interactions with God. Fiction texts are imaginative works that are based on awareness and responsibility in terms of creativity as works of art. Imaginative means creative thinking, "creative thinking". In other words, someone who expresses his imagination in a written work means that someone has used his mind to create or produce a work.

Fiction stories are very closely related to the world of elementary school age students. They already know, are familiar with and familiar with fictional stories, because basically fictional stories in several genres are appropriate for their age development. They already know fictional stories such as fairy tales, fables, myths and so on, both from story books and video shows, so these fictional stories are already familiar to elementary school students. Even though many students are familiar with fictional stories, not many of them are skilled at composing or writing fictional texts well, even though students have been taught writing skills while studying in elementary school. The low level of students' writing skills is caused by interactions between students and students and students with an environment that is not yet optimal. This is indicated by the lack of learning activities that involve student activity, such as group work, discussions and questions and answers. Apart from that, low writing skills are also influenced by students' low interest in reading so that students are still limited in vocabulary. Apart from low interest in reading, another cause is the lack of facilities that can increase students' interest in reading, such as libraries, reading corners, reading books, etc.

Writing problems also occur at Purwosari State Elementary School. Information was obtained that at this school, the value of fictional text writing skills was still low. This was conveyed by the 5th grade teacher who said that of the 23 5th grade students with Minimum Completeness Criteria (KKM) writing 75 fictional texts, 8 students (34% of students) got grades beyond the KKM, 5 students' grades (21% of students) had reached the KKM , and 10 students' scores (45%) were still below the KKM. The main cause of this problem is students' low interest in reading due to the school's lack of attention to the importance of reading. The most prominent thing that can be observed is that the facilities and infrastructure that support students' interest in reading have not been used optimally, such as libraries and reading corners. Apart from that, schools have limited reading books, which further discourages students' interest in reading. Another factor causing low writing skills is the lack of interaction

between students and students whose environment is not yet optimal, seen from student learning activities that do not involve student activity, such as discussion activities, group work and questions and answers.

So far, in learning to write fiction texts, teachers still use conventional techniques which go through several stages including lecturing, telling pictures, and sorting the pictures and then telling the story in paragraph form. This learning approach apparently has not been able to overcome students' lack of skills in writing fiction texts. Mistakes that often arise in writing fiction texts include using the same vocabulary in several sentences, inappropriate SPOK, inappropriate use of letters and punctuation, lack of coherence and use of non-standard words in sentences.

The collaboration between the Quantum Learning Learning Model and Flashcard Question Media is very interesting and is a new innovation to improve students' writing skills and bring out the creative and independent side of students in writing skills. The creative side in question includes choosing words (diction), preparing SPOK, and how students make their writing into writing that can be understood not only by students, but also by others. The independent side is how students write without having to wait for others to dictate or tell them what to write. The creative and independent side is very important in writing skills. In agreement with Henry in the book Writing as a Language Skill, according to Henry, writing is a language skill that is expressive and productive. Writing is communicating to express thoughts, ideas, feelings and desires to other people in writing (Tarigan, 2008). So here it can be concluded that developing writing skills requires a creative side and an independent side. In this way, Flashcard Question media really helps students in bringing out and stimulating their creative side and independent side to find writing ideas. This media can be used as a first step to help students practice honing writing skills.

The aim of this research is to improve the fiction text writing skills of fifth grade students at SDN Purwosari Secang by applying the Quantum Learning Learning Model Assisted by Question Flashcard Media.

RESEARCH METHODS

The research design that the researcher chose was Pre-Experimental Design in the form of One Group Pretest-Posttest. In this design, the sample used was 23 grade 5 students. Determination of the sample is by total sampling, where all students are the research objects. The flow of the research is that the sample will be given a pretest in order to determine the initial condition of the students before treatment is carried out. Treatment was carried out after the pretest was carried out, namely 3 treatments. The last one is the posttes, the posttest is carried out after all treatments have been completed with the aim of measuring the final results after treatment. Before being given treatment, an initial measurement was carried out on the subjects which aimed to measure the students' fiction text writing skills (O1) which were then given treatment (X) and after the treatment, another measurement was carried out (O2). This research uses two measurements, namely the initial measurement and the final measurement. Then the increase in students' fiction text writing skills was compared after and before the application of the quantum learning learning model assisted by question flashcard media. If the final results state that the measurement of the child's social skills is higher than the initial measurement, then this research is declared successful. Subjects of this research were 23 class V students, consisting of 13 men and 10 women. The instruments used in this research are: Learning Implementation Plan, Learning Scenarios, Student Worksheets (LKS, and performance instruments.

RESULTS AND DISCUSSION

The learning implementation in this research includes pretest, treatment 1, treatment 2, treatment 3 and posttest, with a time allocation of 2 times 40 minutes in one meeting. From this research, the results of students' pretest and posttest were obtained on students' fiction text writing skills by applying the Quantum Learning Learning Model Assisted by Question Flashcard Media as follows:

Pretest and Posttest Results

Assessment of student work results or assessment guidelines for indicators or aspects that are assessment criteria in measuring fiction text writing skills which include five indicators, namely the ability to determine essay ideas, organize essay content, use choice of vocabulary or diction, use of language and use of spelling and grammar. write.

Table 1 Frequency Distribution

No	Category	Value Range	Frequency	Percentage (%)
1	Very Skilled	89-100	2	9
2	Skilled	77-88	3	13
3	Quite Skilled	65-76	7	30
4	Less Skilled	0-64	11	48
	Amount		23	100

In table 1, it shows that the skills in writing fiction texts for class V SDN Purwosari Secang are included in the less skilled category, namely there are 11 students or 48% of 23 students, 7 students or 30% of 23 students fall into the moderately skilled category, 3 students or 13% of 23 students fall into the skilled category, and 2 students or 9% of 23 students fall into the highly skilled category. Meanwhile, for the students' posttest results, the following results were obtained:

**Table 2 Categories of Posttest Assessment Results**

No	Category	Value Range	Frequency	Percentage (%)
1	Very Skilled	89-100	4	17
2	Skilled	77-88	8	35
3	Quite Skilled	65-76	7	30
4	Less Skilled	0-64	4	17
	Amount		23	100

In table 2, it shows that the fiction text writing skills of fifth grade students at SDN Purwosari Secang are included in the highly skilled category, namely there are 4 students or 17% of 23 students, 8 students or 35% of 23 students are included in the skilled category, 7 students or 30% of the 23 students are in the moderately skilled category, and 4 students or 17% students are in the less skilled category. Based on data from the pretest and posttest results of students' fiction text writing skills, a comparison can be presented in the following table:

Table 3 Comparison of Pretest and Posttest

| Indicator	*Pretest*	*Posttest*
Minimum	35	45
Maximum	90	95
Mean (Average)	63.91	75.22
N	23	23

Based on the data in table 3, the initial measurement (pretest) has a minimum score of 35 and a maximum score of 90. In the final measurement (posttest) the minimum score is 45 and the maximum score is 95. The average score of students' fiction text writing skills in the pretest is 63. 91 then increased to 75.22 on the posttest. Comparison of pretest and posttest results based on indicators of fiction text writing skills can be seen in the following graph:
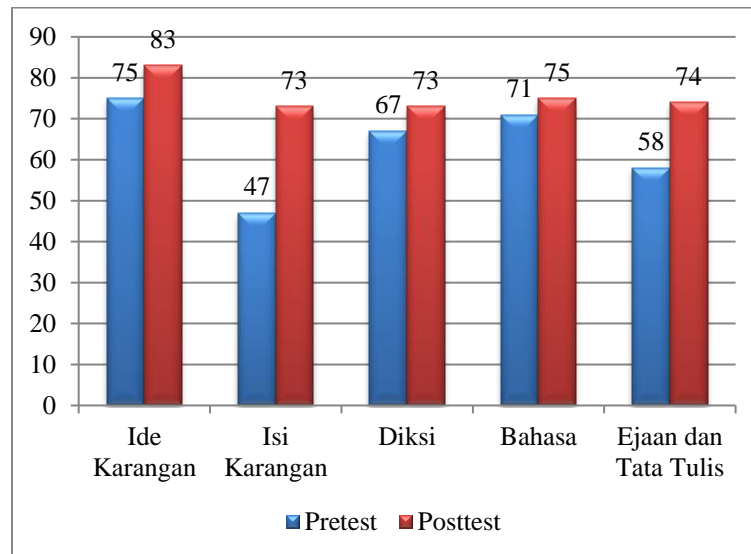
Picture1Pretest Posttest Graph for Each Indicator

Based on the pretest posttest comparison graph, it can be seen that there is an average increase in each indicator of fiction text writing skills. This increase illustrates that there is an influence of treatment on the skill of writing fiction texts. From Figure 4, it can also be seen that there is a significant increase in the essay content indicators. The essay content indicator has increased the most compared to the other indicators, namely from an average of 47 increasing to an average of 73. This indicates that the quantum learning treatment assisted by question flashcard media has a significant effect on fiction text writing skills, especially on the

essay content indicator. Students who previously had not been able to organize the contents of their essays well, after the treatment, students became better and more skilled at organizing and composing the contents of their essays, able to write the contents of their essays coherently and with a clear flow. A clearer comparison of pretest and posttest scores can be seen in Figure 2 below:
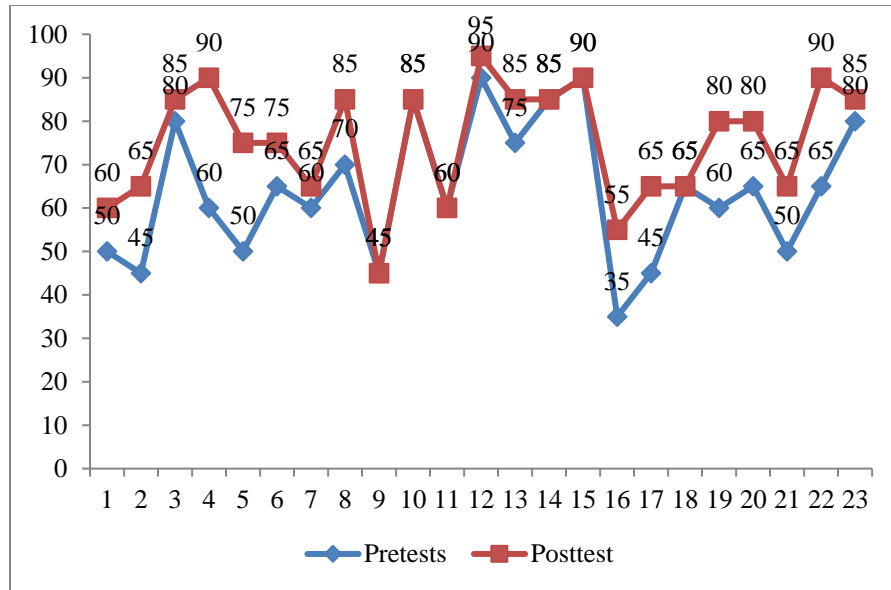
Picture2Pretest Posttest Score Comparison Chart

Data analysis

The data that has been obtained is then subjected to a prerequisite analysis test, namely a normality test to determine whether the blood distribution is normally distributed or not. The normality test is used to determine the distribution of pretest and posttest data. The normality test uses SPSS 24 for Windows using Shapiro-Wilk analysis because the sample used is small or the number is <30. This test was carried out based on guidelines for comparing the probability value with the significance value ($\alpha=0.05$). If probability or p> 0.05 then the data has a normal distribution. The results of the normality test analysis using the SPSS program obtained the following results.

Table1Normality Test Results			
Test*Shapiro-Wilk*	Statistics	*Sig*	Information
Pretest	0.953	0.336	Normal
Posttest	0.922	0.073	Normal

The results of the normality test using the Shapiro-Wilk test, both in the pretest and posttest have data that is normally distributed. The pretest statistical value obtained was 0.953 with a probability (p-sig = 0.336) and in the posttest the statistical value obtained was 0.922 with a probability value = 0.073. Based on the results of the Shapiro-Wilk test, it shows that the data is normally distributed and the regression model meets the assumptions of normality.

Data processing resulting from measuring students' fiction text writing skills in this study used the paired sample t-test. This test is used to compare the initial value (pretest) with the value after action with treatment using the quantum learning learning model assisted by question flashcard media (posttest). The results of the paired sample t-test can be seen in table 7 below.

Table2Paired Sample T-test Results

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRE TEST - POST TEST	- 11,087	9.52944	1.98703	- 15,208	- 6.9661	- 5.6	22	0,000

From the data listed in the table above, the Sig value is known. (2-tailed) is 0.000 < 0.05, then H0 is rejected and H1 is accepted. Based on the "Paired Sample Test" output table, it is also known that the pretest and posttest data is 5.6, with a t table of 1.7138. Thus, the comparison between t calculated and t table is 5.6 > 1.7138, in other words because t calculated is greater than t table then H0 is rejected and H1 is accepted. So it can be concluded that there is an average difference between the pretest and posttest learning results, which means that there is a significant influence from the application of the quantum learning learning model assisted by question flashcards on the fiction text writing skills of grade 5 students at Purwosari State Elementary School.

The Influence of the Quantum Learning Model Assisted by Question Flashcard Media

This research aims to determine the effect of the quantum learning model assisted by question flashcard media on fiction text writing skills in grade 5 students at SDN Purwosari. The quantum learning learning model is a learning model that emphasizes the intensity of interaction between students and the environment to achieve learning goals. Meanwhile, question flashcard media is a tool in the form of an active card that contains an image accompanied by questions that have been adapted to the image. The questions on the flashcards are used to spark students' writing ideas, namely by answering the questions on the flashcards then developing them into a good sentence.

Based on data obtained from the results of the paired sample t-test, the calculated t value was -5.580 with a p value <0.05 (0.000), which means that there is a significant difference in the results of fiction text writing skills after implementing the media-assisted quantum learning model. ask flashcards. The significant influence of using the quantum learning model is due to the use of the quantum learning model, especially the TANDUR concept (Grow, Experience, Name, Demonstrate, Repeat, Celebrate), students are guided to be able to grow their understanding of the material in a fun, collaborative way and foster student enthusiasm. the big one. This is in line with Wiwin Suryanti's opinion which states that the advantages of the quantum learning learning model are that it guides students towards thinking the same way, fosters student enthusiasm and creates a pleasant learning atmosphere (Wiwin Suryanti, 2018).

The phases or syntax of the quantum learning learning model applied in this research is the TANDUR syntax (Grow, Experience, Name, Demonstrate, Repeat, Celebrate). Each phase of tandur syntax has its own urgency and has been applied in this research, and shows the expected results, proven by achieving the learning objective, namely improving fiction text writing skills. The growth phase was successfully implemented, this was proven by the creation of a pleasant learning atmosphere, thereby increasing students' motivation to learn. Apart from that, students also have great curiosity about any new knowledge presented during learning. Because there is motivation and a pleasant learning atmosphere, all students are able to provide enthusiastic responses when learning is carried out. This is in accordance with the theory presented by De Porter, the growth phase is intended to foster interest and convey the benefits of learning to students in a process that is as interesting as possible (De Porter, 2010). This

growth is important in leading students to enjoyable learning. In other words, the growing phase is the phase in which teachers foster students' enthusiasm and motivation in learning.

The teacher's ability to provide motivation to students greatly influences student learning achievement, this is in accordance with research that teacher motivation fosters a student's interest in continuing to learn in order to achieve their goals in accordance with what they want. Motivation combined with the learning process and supported by adequate learning styles, methods and media will produce quality output. And teacher professionalism in teaching and educating is also a supporting factor for student success (Bunyamin & Faujiah, 2014)

The second phase is Natural. This phase has a good impact on learning, this is proven by the activities carried out during learning which are able to foster students' high curiosity. This is in accordance with the opinion that the natural phase is intended to provide direct learning experiences to students. When students are given direct learning experiences, what they learn will be remembered in their memory (De Porter & Hernacki, 2010). Teachers introduce new knowledge using varied tools and media, greeted with enthusiastic and enthusiastic student responses. In this phase, learning activities also encourage students to interact and collaborate with other students. Each student carries out activities both in groups and individually with the same goal, namely improving their fiction text skills. Learning activities with lots of student interaction can foster enthusiasm for learning and improve student learning achievement. In line with this theory, Aris Setiawan in his research revealed that the application of group learning can increase student interest and learning achievement (Aris Setiawan, 2015). Thus, learning that prioritizes active participation from students and interaction between students is able to increase learning achievement and enthusiasm for learning so that the expected learning goals can be achieved.

The third phase of the quantum learning model is the name phase. The activity in this phase is that students, with direction from the teacher, write down the knowledge they have learned from the natural phase. In this case, the name is intended to provide keywords, concepts, models, formulas and strategies as markers. Teachers need to give students an understanding of the material and students write down key words or concepts (De Porter & Hernacki, 2010). This phase has been successfully carried out, as evidenced by the preparation of a concept map containing the knowledge that students have learned. Activities in this phase

are not much different from summary writing activities. Students write in their language the knowledge they have learned, so that the summary that has been written can help students in reviewing the material. Writing summaries can train students' writing skills. In the process of writing a summary, students have learned to use spelling, word choice, use of punctuation and have learned to harmonize the content of their writing. Apart from that, writing summaries also influences student learning outcomes. As stated by Hamidin, summaries or summaries made by students themselves are effective in improving student learning outcomes (Hamidin, 2016).

The fourth phase of the Tandur concept is demonstration. In this phase students are given the opportunity to demonstrate their knowledge based on the experiences they have learned. This stage is an opportunity for students to show their abilities and practice the material they have received. Demonstrations have a fairly dominant role because the more teachers provide opportunities for students to demonstrate, the more students understand the material the teacher provides (Rahma, 2022). This phase has been carried out successfully, as evidenced by the active participation of each group in demonstrating their knowledge and the responses that students gave to the group presenting. In this phase, apart from students improving their skills in writing, students also improve their skills in speaking. Writing skills and speaking skills are basic language skills that students must master. The importance of language skills is in line with research conducted by Ina Magdalena, who stated that language skills are a model for developing students' intellectual, social and character abilities (Ina Magdalena, 2021). Language is the most important tool for communication.

The fifth phase of quantum learning is repeat. In this phase, students are invited to repeat the material to confirm that students really know what they have learned. The repeat phase is carried out by providing a general review of the material that has been studied (Rahma, 2022). This phase has been successfully implemented. This is proven by the number of students who understand and are able to pass this phase more quickly. With the repeat phase, students become more understanding of the material and teachers are more confident that students really understand the material provided. The final phase of the quantum learning model is celebrate. Celebrate is the final activity that students look forward to the most. This is because the celebrate phase is an activity to give appreciation to students for their efforts and participation. This phase is important because it is able to stimulate students' motivation in learning, as

Hanifah Rahma (Rahma, 2022) said, giving praise and other appreciation is very important so that students are more motivated to continue learning. Giving praise and appreciation must be in accordance with the portion, not less but also not too much. The celebrate phase is the final phase which is very important in building students' learning motivation which is able to generate self-confidence and spark enthusiasm to actively learn new things. The importance of appreciation in fostering student learning motivation is in accordance with research from Mar'atul Latifah Dwi Saputri, which states that giving rewards/appreciation has a great influence on student learning motivation (Mar'atul Latifah Dwi Saputri, 2017).

The quantum learning model with the Tandur concept has been proven to be able to improve students' writing and interaction skills, this is due to the support of question flashcard media. This media is used so that students can develop writing ideas, increase collaboration and also to avoid students feeling bored while learning. The use of media is one way to improve social development and enable students to interact intensely, work together, exchange ideas and be more effective in interacting according to the child's imagination (Sari, 2016).

The application of the quantum learning learning model assisted by question flashcard media has been proven to be able to overcome the problem of students' low writing skills. The learning model helps condition students in a fun and motivating learning atmosphere, which is then paired with question flashcard media. After the quantum learning model coordinates students, the urgency of asking flashcards about writing skills is to help spark writing ideas. Apart from that, question flashcards can also practice your ability to read and answer questions.

This is the same as what was stated by previous researchers, namely by Betriani, regarding "The Effect of the Quantum Learning Model Assisted with Series Images on Writing Skills", the research concluded that there was an influence of the quantum learning model assisted by question flashcards on the writing skills of fifth grade students at SD N Purwosari (Betriani, 2013). As stated by Putra regarding "Efforts to Improve Initial Writing Skills Through the Quantum Learning Model", the research concluded that the quantum learning model was effective in improving students' initial writing skills (Putra et al., 2021).

The results of this research show that the quantum learning model is effective in improving the fiction text writing skills of fifth grade students at SDN Purwosari, Secang Magelang. However, improving fiction text writing skills is also influenced by other things

outside the treatment that has been given. The improvement occurred to the maximum because the process of providing the treatment went according to plan and all students participated enthusiastically so that the aim of implementing the treatment was achieved.

CONCLUSION

The results of the research show that the quantum learning model assisted by question flashcard media has a significant effect on the fiction text writing skills of fifth grade students at SDN Purwosari. This is indicated by the tcount value of -5.580 with a sig value = 0.00. Fiction text writing skills for fifth grade students at SDN Purwosari before using the quantum learning learning model assisted by question flashcard media (pretest), fiction text writing skills. The highest score for fiction text writing skills is 90 while the lowest score is 35 with the average student score being 63.91. Meanwhile, the results of reading comprehension skills after applying the quantum learning learning model assisted by question flashcards obtained the highest score of 95 and the lowest score of 45 with the average score of students' fiction text writing skills being 75.43.

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