Application of Drill Learning Method through Typing Master Learning to Improve Office Technology Learning Outcomes Keyboarding Techniques

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ABSTRACT

The drill or exercise learning method is a way of teaching that can train dexterity, speed and accuracy with the aim that students can master higher skills than before. The purpose of this study was to determine the increase in learning outcomes of Keyboarding Technique Office Technology in class X OTKP 1 SMK Negeri 1 Bone, Bone Regency, South Sulawesi Province in semester 1 of the 2019/2020 academic year through the application of Inquiry Learning. This research is Classroom Action Research (CAR) which is carried out for at least 2 cycles. The subjects in this study were 20 students of class X OTKP 1 SMK Negeri 1 Bone. Data collection techniques for Student Learning Outcomes with Learning Outcomes Test. Technical data analysis is quantitative data analysis, namely the average test scores of student learning outcomes.

Keywords: learning outcomes, office technology, drill method

INTRODUCTION

Education is all the influence that the school seeks to give to students so that later these students have perfect abilities and full awareness of their social relationships and duties. (Mudyahardjo 2010) (Awang 2017; B. Uno 2014; Hamdu and Agustina 2011; Hartoni 2018; Sedarmayanti 2009).

Skills that are developed in the process of teaching and learning activities in Vocational High Schools (SMK), especially the office management automation expertise program, one of which is typing skills. In connection with the 2013 curriculum which is still being applied by schools that are ready, manual typing subjects are no longer available so that learning to type which previously used manual typewriters is now using computers in office technology subjects. "Typing is a job that is found in all fields, be it in private organizations, government organizations or agricultural organizations or other organizations"(Jennah 2009; Reni and Mawarti 2019). In learning at school, Keyboarding Engineering Office Technology is often a scary and boring subject for students. They still think that the Keyboarding Technique Office Technology is very difficult.

Based on the results of observations in class X OTKP 1 SMK Negeri 1 Bone, Bone Regency, South Sulawesi Province, students often choose to be indifferent when taking Keyboarding Engineering Office Technology lessons. This is certainly a problem for teachers.

Therefore, teachers are required to create a pleasant learning atmosphere so that students are able to participate in learning activities well

The facilities and infrastructure at SMK Negeri 1 Bone can be said to be sufficient. For the Keyboarding Engineering Office Technology subject, this school already has Office Technology books in the Library as a support for learning activities.

Office Technology subject teachers in class X OTKP 1 SMK Negeri 1 Bone, have conducted office technology learning activities using several learning models. In addition, the methods used are varied. Starting from practice, discussion, to experiment. Judging from its characteristics, office technology subjects contain elements of typing material, using office equipment and digital simulations. Typing learning, aims to train students' 10 finger typing skills. Learning typing (keyboarding) is part of the subject of office technology. 10 finger typing skills require continuous practice so that you can train the speed and accuracy of using your fingers to hit the keyboard to reach a skilled level.(Hagiya, Horiuchi, and Yazaki 2016; Košir and Strle 2017; Munawir 2010; Reni and Mawarti 2019). The needs and characteristics of 10-finger typing that prioritize speed and accuracy must be balanced with students' abilities that are in accordance with the characteristics of how to learn to be skilled at 10-finger typing.

Seeing statements about the needs and characteristics of office technology subjects, especially 10-finger typing, it is very concerning when the conditions in the field are not in accordance with the skills that should be mastered by students even though the learning facilities are adequate. The survey results found that there were still many students of class X in the office management automation expertise program at SMK Negeri 1 Bone who could not achieve the target of complete typing skills with a standard typing speed of 100 kpm (keystrokes per minutes) and 95% accuracy. Typing speed is measured by how many characters can be typed in one minute, while typing accuracy is the percentage of the number of characters that are typed correctly. Data on students' typing skills based on the results of the speed script typing test through the typing master using Indonesian text and a duration of 5 minutes carried out by the researcher on July 29, 2019 to August 1, 2019 shows the speed data for typing through the typing master in the data above can be known automatically from test results. Speed (net speed) is obtained from the number of characters typed (gross strokes) divided by the time (duration) minus the number of incorrect characters (error). The size of the typing speed used is kpm or keystrokes per minute. This measure is the same as epm or beats per minute when typing using a manual typewriter. From the results of initial observations showed the results of the typing speed test In class X OTKP 1 which amounted to 20 students, as many as 22 students have not reached the target of complete typing speed with a standard of 100 kpm. In addition to typing speed, the percentage of typing accuracy (accuracy) also shows that in class X OTKP 1, which consists of 20 students, 19 students have not achieved the accuracy of typing accuracy with a standard of typing accuracy of 95%.

Based on the results of observations, it can be concluded that the typing skills of class X OTKP 1 students are still low. During the learning process of office technology, in class X AP 1 it was also found that 9 students still did not apply the finger position on the base keys when typing. A total of 12 students used their index or ring fingers more often to hit the enter and backspace keys on the keyboard. In addition, as many as 7 students eyes were still fixed on the keyboard when typing. Learning that takes place for 4 hours of lessons every week still does not

use a variety of models or optimal use of media so that learning becomes boring and students are not motivated to continue to practice typing due to boredom.

Based on the background described above, by considering the solution, the researcher considers it necessary to explore new ideas, thoughts, tips, ways and strategies in learning to improve the quality of learning in addition to the innovative ability of teachers by implementing Inquiry Learning into learning so that it is necessary to apply the model. into learning through research entitled "Application of Drill Learning Methods Through Typing Masters to Improve Learning Outcomes of Office Technology Material I Keyboarding Techniques for Class X OTKP 1 SMK Negeri 1 Bone in Semester 1 of the 2019/2020 Academic Year".

METHOD

This type of research is classroom action research (CAR). according to (Kunandar 2011; Saleh and Haerul 2018; Silmi and Kusmarni 2017) Classroom Action Research (CAR) is a scientific activity carried out by teachers in their own class by designing, implementing, observing and reflecting on actions through several cycles in a collaborative and participatory manner that aims to improve or improve the quality of the learning process in their class. The subjects in this study were all students of class X OTKP 1 SMK Negeri 1 Bone in semester 1 of the 2019/2020 school year, totaling 20 students. This classroom action research was conducted in two cycles. And each cycle consists of four stages, namely (1) planning, (2) implementation, (3) observation, and (4) reflection.(Arikunto 2010). Data collection techniques in this research are through: Observation, Documentation and tests/assignments. The data analysis technique used is descriptive data analysis technique. according to(Arikunto 2006), this technique is used to describe the data obtained. Functions of data analysis techniques used to obtain an overview of learning outcomes.

The average value of learning outcomes

Average score of learning outcomes $= \dfrac{\sum x}{N}$

Information :

$\sum x$ = The total value of all students' learning outcomes
N = Number of students (Arikunto 2006)

In this study, researchers used test data analysis techniques, using Classical learning mastery formula: KB $= \dfrac{F}{N}$

Information :

KB = classical learning completeness

F = total number of students who scored 75

N = total number of students (Arikunto 2006)

Completeness of learning in class X OTKP 1 SMK Negeri 1 Bone is 70, based on the KKM that has been agreed in the 2013 Curriculum for individuals, namely completeness of student learning outcomes if students get a score of 70.

RESULTS OF RESEARCH AND DISCUSSION

The results of the research are the increase in learning outcomes of Office Technology Keyboarding Techniques for class X OTKP 1 SMK Negeri 1 Bone by applying the drill learning method. The research process was carried out in two cycles, each cycle consisting of 4 stages, namely: (1) action planning, (2) action implementation, (3) observation and interpretation, and (4) action analysis and reflection. The results of the observation of the learning process of Keyboarding Engineering Office Technology in the first cycle showed that the following things were found: there was student activity in learning activities, this was because the teacher had provided a lot of Inquiry Learning in the learning process and additional enrichment or explanations provided. more fun for students; students find it easier to apply Preparation, Implementation and Results in learning activities of Office Technology Keyboarding Techniques teachers have tried to apply Inquiry Learning in order to improve student learning outcomes in class X OTKP 1 SMK Negeri 1 Bone in Keyboarding Techniques Office Technology lessons, so that student learning outcomes increase significantly to the class average 71.55 with a mastery percentage of 68.97% or 20 students completed from 29 students and have exceeded the KKM 70 and a minimum percentage of completeness 70%. Reflection consists of: 55 with a completeness percentage of 68.97% or 20 students completed from 29 students and have exceeded the KKM 70 and a minimum percentage of completeness 70%. Reflection consists of: 55 with a completeness percentage of 68.97% or 20 students completed from 29 students and have exceeded the KKM 70 and a minimum percentage of completeness 70%. Reflection consists of:

Cycle I . Research Results

Analysis

The data obtained at the time of observation (PraSIKLUS), the teaching and learning process that has been carried out is analyzed the learning process of Office Technology Keyboarding Technique with Inquiry Learning has started to be interesting, smooth and students begin to understand so that students start to get excited about receiving lessons, and teachers have implemented Inquiry Learning in learning or giving assignments to students.

Synthetic

The implementation of this cycle of the learning process that has been carried out starting from planning to the end of the activity, has not been able to improve student understanding in accordance with what is expected by the teacher. This is because there are still weaknesses such as the lack of understanding of students about Inquiry Learning and the need for improvement in learning planning and preparation of the learning process in accordance with Inquiry Learning so that in order to achieve the expected targets, improvements are made from planning, preparation, implementation and evaluation of learning. in the next cycle II.

Evaluation

Based on the results of data and observations during the process of cycle I, in the learning process in cycle I, it shows that the learning process of Materials Office Technology I Would Like To; Be Going To by using Inquiry Learning has not shown that the level of student learning outcomes classically is still below the standard KKM, that is, from 7 students, the average grade is 68.25 with a percentage of class completeness 65% or 14 students complete from 20. students, it is still far from getting the KKM score of 70 and the expected percentage of completeness 70%, so in order to achieve the objectives of this research it is necessary to repeat the second cycle.

Cycle II Research Results

The results of the observation of the learning process of Keyboarding Engineering Office Technology in cycle II showed that the following things were found: there was student activity in learning activities, this was because the teacher had provided a lot of guidance and additional enrichment or explanations that were more pleasant for students. ; students can more quickly apply Preparation, Implementation and Results in Office Technology learning activities Material I Would Like To; Be Going To the teacher has tried to apply Inquiry Learning in order to improve student learning outcomes in class X OTKP 1 SMK Negeri 1 Bone in the Keyboarding Technique Office Technology lesson, so that student learning outcomes increase significantly to an average grade of 86, 25 with a 100% completeness percentage or 20 students out of 20 students and have exceeded the KKM 70 and a minimum percentage of completeness 70%. Reflection consists of:

Analysis

The implementation of the second cycle that has been followed, with classes conducted in accordance with the planning and learning scenarios, then the learning process goes well and is perfect and the class atmosphere is increasingly conducive.

Synthetic

As for the conclusions obtained from the analysis above, it can be concluded that the weaknesses such as students' understanding with the application of the drill, planning, preparation, implementation and evaluation methods that were lacking in the first cycle of the learning process have been well overcome. In other words, the improvement of learning keyboarding technique office technology with the application of the drill method in class X OTKP 1 SMK Negeri 1 Bone has succeeded in achieving its goal of improving student learning outcomes.

Evaluation

The results of the evaluation in the second cycle after the process of improving the learning process of Keyboarding Technique Office Technology in Class X OTKP 1 SMK Negeri 1 Bone with the application of Inquiry Learning to improve student learning outcomes for class X OTKP 1 SMK Negeri 1 Bone in the Office Technology lesson Material I Would Like To; Be Going To proves that the change in improving student learning outcomes shows that the class average is 58.25 and the percentage of completeness is 50% or 10 students

complete learning from 20 students in the pre-cycle, increasing to 86.25 and the percentage of completeness is 100% or 20 students are complete. learning from 20 students in cycle II.

CONCLUSION

From the data on learning outcomes that have been obtained from research and discussion, it is concluded that the Inquiry Learning used in the Keyboarding Technique Office Technology lesson can improve student learning outcomes. Class completeness percentage is proven in Pre-cycle the average score of student learning outcomes is 58.25 with 10 of the 20 students who completed the increase in the first cycle, namely 68.25 with 13 students who completed, then in the second cycle it increased again, namely 86.25 with 20 students who completed the 20 students. While the percentage of completeness also increased from 50% pre-cycle, increased in the first cycle of 65% and increased again to 100% in the second cycle.

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