



THE INVOLVEMENT OF EDUCATIONAL ACTORS IN THE THREE WAY TRAFFIC COMMUNICATION SYSTEM TO IMPROVE THE QUALITY OF ELEMENTARY SCHOOL STUDENTS IN JOMBANG

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Abstract

Fast and sophisticated time-guidance impacts many fields, especially education as the initial foundation of an educational ecosystem. It can be prevented through family, school, environmental education. One effort involving teacher education actors, parents, students in System Three Way Traffic Communication to improve learning outcomes especially elementary school students. The purpose of this research is to know the effect of Three Way Traffic Communication System to the students process skill. Quantitative Method One Group Pratest- Posttest Design uses 10 schools, research results: average pretest learning outcomes of some schools below 70, overall average posttest satisfying average above 75, effectiveness of sensitivity index treatment 8 medium sensitivity index question, 2 about high sensitivity index, teacher's response questionnaires, parents and learners with excellent results. From the research shows the existence of the involvement of educational actors in improving learning outcomes, the compilation of textbooks, can be used as further research forms of continuous development.

Keywords: Educational Actors; Three Way Traffic Communication System;
Student Learning Outcomes; Primary School

Abstrak

Tuntunan zaman yang cepat dan canggih memberikan dampak berbagai bidang terutama pendidikan sebagai pondasi awal suatu ekosistem pendidikan. Hal tersebut dapat dicegah melalui pendidikan keluarga, sekolah, lingkungan. Satu upaya pelibatan aktor pendidikan guru, orang tua, siswa dalam *System Three Way Traffic Communication* untuk meningkatkan hasil belajar terutama siswa sekolah dasar. Tujuan penelitian mengetahui pengaruh *System Three Way Traffic Communication* terhadap keterampilan proses siswa. Metode kuantitatif *One Group Pratest- Posttest Design* menggunakan 10 sekolah, hasil penelitian: hasil belajar rata-rata pretest beberapa sekolah di bawah 70, keseluruhan rata-rata posttest memuaskan rata-rata diatas 75, efektivitas perlakuan indeks sensitivitas 8 soal indeks sensitivitasnya sedang, 2 soal indeks sensitivitas tinggi, hasil angket respon guru, orang tua dan peserta didik dengan hasil sangat baik. Dari penelitian menunjukkan adanya pelibatan aktor pendidikan dalam peningkatan hasil belajar, tersusunnya buku ajar, dapat dijadikan penelitian lanjutan bentuk pengembangan berlanjut.

Kata Kunci: Aktor Pendidikan; *System Three Way Traffic Communication*; hasil belajar Peserta Didik; Sekolah Dasar.

I. INTRODUCTION

Rapid and sophisticated changes and demands sometimes have an impact on many fields, especially in the world of education which is the initial foundation of the ecosystem. Where the future of a nation depends on the quality of human resources is also the ability of students to master science and technology. With the development of the times, it can also eventually bring changes in the educational character of students which tend to lead to moral deterioration. It can be prevented through education in the family, school and environment. One of the efforts that can be made is to involve education actors such as teachers, parents and students in the Three-Way Traffic Communication System to improve the quality of students, especially elementary level students. Using elementary school students because this is the beginning of the formation of children's morals.

The success of educational institutions is not only in schools but in several aspects, including school principals, teachers, students, facilities and infrastructure, society and the environment. In this case, educational institutions, namely schools and the community, are not only established in relationships and cooperation, but are more directed towards communication that must be established between schools and communities. Teachers according to Marno and Idris (2009) terms of values, positions, and noble roles[5]. Professional teachers not only master learning materials and as a means of cultural transmission but can transform knowledge, values and culture towards dynamics, productivity and high quality. Further, students who perceived their schoolwork to be less relevant to their goals were less motivated than those who saw the relevance in their schoolwork and had a positive outlook on their future (Simons et al., 2004; Van Calster, Lens, & Nuttin, 1987)[8]. So in the educational.

Furthermore, students who perceive that their schoolwork is less relevant to their goals are less motivated than those who see relevance in their schoolwork and have a positive outlook on their future (Simons et al., 2004; Van Calster, Lens, & Nuttin, 1987)[8]. So in educational institutions, students are part of the quality of an educational institution. This is the problem faced by the Indonesian nation where the character of the nation's children is experiencing a moral crisis. Based on the facts on the ground, the issue of declining the morale of the nation's children is not only the responsibility of educational institutions but also the problem of existing stakeholders, especially the relationship between schools and the community because the community is a school partnership that should be directly involved in thinking about program evaluation. The community that partners with regular schools is

called a school committee. There are still many school partnerships that develop two-way communication. According to the Lecturer Team (Pendid Administration).

In this study, we want to examine the factors that affect the relationship between elementary school educational institutions to manage a two-way traffic communication system, so the display system is developed with a relationship where communication is carried out through three directions, namely the school as a teacher, namely the community that is the parents of students and students. Based on the things that have been described above, this research is expected to provide more benefits that can improve the quality of students. In addition, it can motivate students to improve learning achievement while training them to be independent, creative, critical, and confident in learning. So it can be used as a guide for the future. Research Questions: (1) What is the role of educational actors in educational institutions? ; (2) How is the Three Way Traffic Communication System implemented? (3) How is the application of educational actors through the Three-Way Traffic Communication System in improving the quality of students?. Research Objectives: (1) To quantify.

II. THEORETICAL STUDIES

In the entire educational process in schools, the most basic teaching activity is this, this means that the success or failure to achieve educational goals depends a lot on how the teaching and learning process is. The learning process basically does not only occur in schools but also in the family environment, the environment in the community. In this study, the role of teachers, parents, students, and students who are directly involved in the process is used. One of the systems that is often used is the two-way traffic communication system where this system implements a two-way communication system, namely schools and the community. In this study, the Three Way Traffic Communication System is used, which is a system that is carried out through three directions where the researcher wants to use teachers, parents of students and students, because they are the beginning of the formation of the character of the nation's children. With the existence of this three-way communication system, it is hoped that it can improve the quality of the pas.



Gambar 2.1. Hubungan Aktor Pendidikan

Student Management

The existence of students is very important in an educational institution, especially schools, in schools students are subjects and objects in learning. Therefore, to realize a quality educational institution, quality students are needed at the school. Where students can develop according to their potential, intelligence, and social skills. Student management is a combination of the words management and students. According to the lecturer team of the University of Education Indonesia (2009), management is a process that is carried out so that a business can run well requires planning, thinking, direction, and regulation as well as using or including all existing potentials, both personal and material, effectively and efficiently. Students are people who have the choice to pursue knowledge in accordance with their future ideals and expectations. According to Umar Hamalik, it is defined that students.

Primary school

Elementary school (SD) is the most basic level of education in Indonesia. Elementary school in Indonesia is taken for 6 years, starting from grade 1 to grade 6 and elementary schools are generally 7-12 years old. Elementary school graduates can continue their education to Junior High School (or equivalent). In Indonesia, it is mandatory for those aged 7-15 years to attend basic education, namely elementary school (or equivalent) for 6 years and junior high school (or equivalent) for 3 years. According to the National Education System Law (Law Number 20 of 2001) Article 17, basic education is (1) Basic education is a level of education that underlies the secondary education level; (2) Basic education in the form of elementary school (SD) and madrasah ibtidaiyah (MI) or other equivalent forms as well as junior high schools (SMP) and madrasah tsanawiyah (MTs), or other equivalent forms. At this stage of age, moral behavior begins. Moral behavior is).

Involvement of Educational Actors in the Three Way Traffic Communication System to Improve the Quality of Students

Basically, education is not only in schools but also in the family environment and the living environment. The involvement of educational actors in the Three Way Traffic Communication System between teachers, parents, and students is expected to improve the quality of students because of the communication that connects teachers and parents so that they can jointly guide students and can improve student morale due to the influence of the globalization era.

III. RESEARCH METHOD

The research design used was One Group Pretest-Posttest Design with no comparison group. (Sukmadinata, 2006). The design of the research design is as follows:

Group Prates Treatment

A \longrightarrow 0 \longrightarrow X1 \longrightarrow 0

Information:

Prates = nilai pretest (sebelum diberi buku penghubung)

Pascates = protest value (after being given a link book)

Preparation Stage:

Field Observation

At the observation stage by surveying the field to elementary schools.

Assembling Instruments

- a. In the preparation of instruments, the instruments to be used are
- b. Pretest question sheet
- c. Pretest question sheet Lembar soal posttest
- d. The Three Way Traffic Communication System Liaison Book by validating media expert lecturers.

2. Research Sampling Research Implementation Stage:

1. Meeting 1 gave pretest questions to find out the students' abilities before being given the treatment of giving the Three Way Traffic Communication System Liaison Book by validating it to media expert lecturers.
2. Meeting 2-24 carried out the treatment of the Three Way Traffic Communication System with the class teacher, where every day learning activities related to schoolwork, daily student activities, or student achievements and mistakes were written in the System Three Way Traffic Communication book then to be conveyed to parents and parents were expected to always monitor their children's activities through the System Three Way Traffic Communication book. In the book System Three Way Traffic Communication, it is hoped that teachers will also introduce the values of Pancasila and provide examples in life and students are expected to know mandatory songs.
3. The 25th meeting carried out the evaluation of the posttest award, teacher questionnaire, parent questionnaire, student questionnaire



Figure 2. Liaison Book System Three Way Traffic Comunication.

In this study, the data obtained was in the form of pretest results, data from treatment, posttest.

1. To determine the effectiveness of the treatment given to the quality of students, the Sensitivity Index formula is used which can be calculated with the following formula:

$$S = \frac{Bss - Bsb}{T}$$

Information:

S = Sensitivity Index

Bss = The number of subjects who answered correctly after the post-credits

Bsb = The number of subjects who answered correctly before the pretest)

T = Many whole subjects

The maximum price of the Sensitivity Index of the test item is 1.00 which indicates the level of sensitivity (Kardi, 1994)[4]. With the criteria of the Sensitivity Index:

0,66 – 1,00 = tall

0,33 – 0,65 = keep

< 0,32 = low

2. Analysis of response data of students, parents and teachers.

Student response data is analyzed with the percentage of each student response calculated using the formula:

$$P = \frac{f}{N} \times 100 \%$$

Information:

P = Percentage of respondents from the questionnaire

F = Number of respondent answers

N = Number of respondents

Student responses that are said to be positive, if the average percentage of students in

giving positive comments is more than 60 % (Sudjana, 1990).

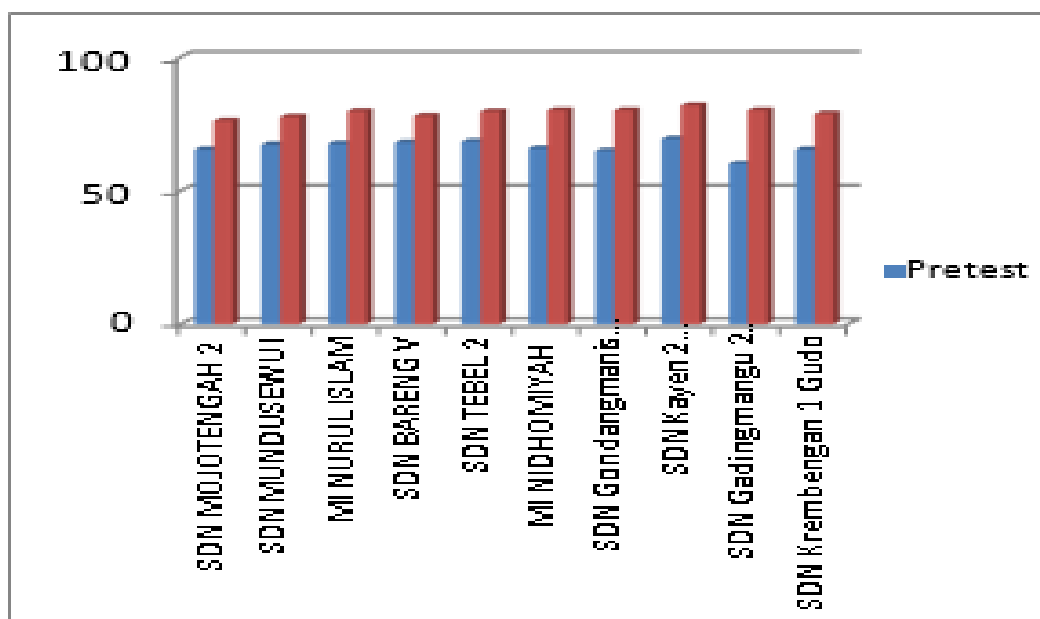
IV. RESEARCH RESULT

In this study, 10 schools were used, with research results including: student learning outcomes, effectiveness of treatment, results of response questionnaires from teachers, parents and students.



Gambar 3. Aktivitas di kelas

Grafik 1. Rata – rata nilai pretest dan posttest



Based on graph 5.1, the average overall pretest score is below 70, while after the book is given the three-way traffic communication system and the posttest on the overall average posttest score shows very satisfactory results with an average score of ≥ 75 . It shows that the average activeness of students in doing assignments, in participating in microteaching activities, in asking questions, in consulting about lecture problems, and in answering questions from

lecturers in succession is: 91%; 85,7%; 57%; 68%; and 51%. The average overall aspect of student activity obtained in cycle 1 is 70.54% and has not reached a success indicator of 75%. Some of the field records that must be known and analyzed for the next cycle improvement materials are: the lack of lecturers' demands on students, so that students are less prepared; Lack of Knowledge of Student Knowledge of Subject Matter.

EFFECTIVENESS OF PRETEST AND POSTAGE TREATMENT

Table 2.1. Grade 1 Questions for SDN Kayen 2

Nomor Butir Soal		Jumlah		Sensiti vitas
Pretes	Postest	Pretest	Posttest	
1	3	9	30	0,66
2	2	20	32	0,37
3	1	20	31	0,34
4	4	18	30	0,38
5	6	18	32	0,44
6	5	23	32	0,28
7	9	17	32	0,47
8	10	8	30	0,68
9	8	20	32	0,36
10	7	28	32	0,13

Based on the table on the sensitivity index, there are 2 questions with a low sensitivity index, namely in pretest questions no. 6, no. 10 and posttest in questions no. 5 and no. 7. Meanwhile, there are 6 pretest questions with sensitivity index in questions no. 2, 3, 4, 5, 7, 9, in posttest questions no. 2, 1, 4, 6, 9, 8 and 2 questions with high sensitivity index in pretest questions no. 1, 8 and posttest questions no. 3 and question no. 10.

Tabel 2.2. Soal Kelas II. SDN Gadingmangu 2

Nomor	Butir Soal		Jumlah		Sensiti vitas
	Pretes	Postest	Pretest	Posttest	
1		3	15	25	0,37
2		2	16	27	0,41
3		1	9	26	0,63
4		4	14	26	0,44
5		6	12	27	0,55
6		5	8	26	0,67
7		9	10	25	0,55
8		10	8	24	0,59
9		8	7	25	0,67
10		7	9	26	0,63

While in table 2. There are 8 questions with a sensitivity index in the pretest questions no. 1, 2, 3, 4, 5, 7, 8, 10 and posttest questions in questions no. 3, 2, 1, 4, 6, 9, 10, 7.

Meanwhile, there are 2 questions with a high sensitivity index, pretest no. 6, 9 in the posttest question no. 5, and question no. 8.

Tabel 3. Soal Kelas VI MI NIDHOMIYAH

Nomor Butir Soal		Jumlah		Sensitivitas
Pretes	Posttest	Pretest	Posttest	
1	3	6	19	0,68
2	2	7	17	0,53
3	1	10	17	0,37
4	4	9	18	0,47
5	6	11	19	0,42
6	5	10	18	0,42
7	9	8	17	0,47
8	10	5	18	0,68
9	8	9	16	0,39
10	7	10	17	0,36

Table 3. There are 8 questions with a medium sensitivity index, namely in questions no. 2, 3, 4, 5, 6, 7, 9, 10 and posttest questions in questions no. 2, 1, 4, 6, 5, 9, 8, 7. Meanwhile, there are 2 questions with a high sensitivity index, namely in the pretest questions no. 1, 8 and the posttest questions no. 3, questions no. 10.

2) Response data of teachers, parents and students.

1. Respon Guru

Table 4 Percentage of Teachers' Responses to Treatment

No	Uraian	Persentase Respon	
		Ya	Tidak
1.	Can the linking book on the Three Way Traffic Communication System change the way students learn ?	90 %	10 %
2.	Can the Liaison Book on the Three Way Traffic Communication System make it easier to assign homework ?	100 %	-
3.	Does the linking book on System Three Way Traffic Communication change the way students learn from never doing homework to doing homework ?	100 %	-
4.	Can it be used as a means of communication between teachers and parents ?	100 %	-
5.	Can the linking book on the Three Way Traffic Communication System be used as a medium to improve student learning outcomes ?	100 %	-
Ministries and Suggestions:			
1. Connecting Books are used directly.			
2. In our school, the liaison book is usually not only assignment but also in the form of			

Student Responses

Tabel 5 Persentase Respon Peserta Didik Tentang Perlakuan SD Kayen 2

No	Uraian	Persentase Respon Peserta Didik	
		Ya	Tidak
1.	Do you feel happy with the link book on System Three Way Traffic Communication?	90,62	9,37
2.	Can the Three-Way Traffic Communication System link change the way of learning?	93,75	6,25
3.	Can the linking book about the Three Way Traffic Communication System remind you that there is a task from the teacher or teacher?	96,87	3,12
4.	Can you learn every day with a connecting book on the Three Way Traffic Communication System?	96,87	3,12
5.	Is the existence of a liaison book on the Three Way Traffic Communication System increase the learning outcomes?	96,87	3,12

Based on table 5.5 above, the percentage of student responses about treatment was 90.62% and felt unhappy with 9.37%, while the connecting book about System Three Way Traffic Communication can change the way of learning there was 93.75% of students who responded yes and 6.25% of the connecting book about the Three Way Traffic Communication System could not change the way of learning, and there are 96.87% with a connecting book about the Three Way Traffic Communication System that can remind there is an assignment from the teacher, 3.12% cannot remind the teacher that there is an assignment. There were 96.87% who responded yes to the existence of a connecting book about the Three Way Traffic Communication System can learn every day and 3.12% cannot learn every day. Meanwhile, with the existence of a connecting book on the Three Way Traffic Communication System, the learning results were further increased, there were 96.87% responding yes and 3.

3. Parent Response

Table 6 Response Percentage of Parents of SDN Kayen 2

No	Uraian	Persentase Respon Peserta Didik	
		Ya	Tidak
1.	Can the Connecting Book on the Three Way Traffic Communication System change the way children learn?	93,75	6,25
2.	Can the coordinating book on the Three Way Traffic Communication System be used as a means of communication between teachers, parents, and children?	96,87	3,12
3.	Is it with a liaison book about the Three Way Traffic Communication System, parents or guardians know the child's learning development?	96,87	3,12
4.	Are children more active in studying at home?	93,75	6,25
5.	Can the Connecting Book on the Three Way Traffic Communication System be used as an effort to improve student learning outcomes?	96,87	3,12

Based on table 5.5 above, with a connecting book about the Three Way Traffic Communication System can change the way children learn, 93.75% responded yes and 6.25% responded that it could not change the way children learn. With a connecting book on the Three Way Traffic Communication System, 96.87% of the communication facilities between teachers, parents, and children who responded yes were 96.87% and 3.12% could not be used. For the connecting book on the Three Way Traffic Communication System, parents or guardians who know the child's learning development responded yes by 96.87% and 3.12% did not know the child's learning development. And children are more active in learning at home, 93.75% responded yes and 6.25% responded no. The liaison book on the Three Way Traffic Communication System can be used as an effort to improve student learning outcomes, parents responded 96.87% yes and 3.12% responded could not improve learning outcomes.

V. CONCLUSSIONS

Based on the results of the research that has been conducted by the research team, it can be concluded as follows:

1. After the administration of the three-way traffic communication system and the administration of the posttest on the overall average of the posttest score showed very satisfactory results with the average score ≥ 75 .
2. The results of effectiveness using the sensitivity index include:
 - a. Class I has 2 questions with a low sensitivity index, 6 questions with a medium sensitivity index and 2 questions with a high sensitivity index.
 - b. Class II has 8 questions with a moderate sensitivity index. Meanwhile, there are 2 questions with a high sensitivity index.
 - c. Class VI has 8 questions with a medium sensitivity index. Meanwhile, there are 2 questions with a high sensitivity index.
3. At the 25th meeting for students, parents, and teachers, a response questionnaire was given about the treatment with the following results:
 - a. Teacher Response Questionnaire The percentage of teacher responses about treatment is very good with a percentage of 100%, including in the liaison book about the Three Way Traffic Communication System can make it easier to give homework, the connecting book about the Three Way Traffic Communication System changes the way students learn from never doing homework to doing homework, can be used as a means of communication between teachers and parents, The connecting book on the Three Way Traffic Communication System can be used as a medium to improve student

learning outcomes. Meanwhile, there are 90% with a connecting book about the Three Way Traffic Communication System that can change the way students learn and 10% feel that it cannot change the way students learn. In the Ministry of Agriculture and Suggestions, teachers hope that the Three Way Traffic Communication System Book will be used continuously and be very helpful in the teaching and learning process activities in the institution.

- b. Percentage of Student Responses About Treatment Happy with the Connecting Book on the Three Way Traffic Communication System.

With a liaison book on the Three Way Traffic Communication System can change the way children learn, a means of communication between teachers, parents, and children can be used., for a connecting book about the Three Way Traffic Communication System parents or guardians know the development of children's learning responds yes. And children are more active in learning at home The connecting book on the Three Way Traffic Communication System can be used as an effort to improve student learning outcomes.

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