

MR.DEKA as an English Learning Strategy in SMK Negeri 1 Tapaktuan

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ABSTRACT

The MR.DEKA learning strategy is a learning strategy is relevant to the demands of implementing an independent curriculum, the characteristics of students, as well as a 21st century learning framework that emphasizes student-centered learning and project-based learning., as well as increasing the ability of students to think critically, connect knowledge with the real world, master information and communication technology, and collaborate.

keywords: Learning strategy, MR. DEKA, characteristics of student

Introduction

The 21st century learning paradigm emphasizes the ability of students to think critically, connect knowledge with the real world, master information and communication technology, and collaborate. These skills can be achieved by applying appropriate learning strategies in terms of mastery of the material and skills. The ability to connect knowledge with the real world is achieved by inviting students to see life in the real world, as well as interpreting each teaching material for its application in important life so as to encourage students' learning motivation.

The 21st century learning framework requires every teaching and learning process to integrate aspects of technology to improve the quality of learning itself. This is done to meet the needs of the market and the industrial world that require the ability of graduates to communicate well and have skills in

using information technology devices.

Mastery of information and communication technology must be done by all teachers in all subjects, especially English subjects. The mastery of ICT that occurs is not at the level of knowledge, but more important is the practice of using it. The learning strategies that can accommodate this are related to the use of various learning resources. From conventional learning resources to the utilization of digital learning resources. Students take advantage of digital sources both offline and online. Making ICT-based products, audio, and audiovisual.

In learning English, the use of digital technology is necessary to overcome problems that often occur during the teaching and learning process, such as the lack of lesson hours to increase students' time in practicing language skills, limited authentic learning materials, and low-motivation learning students. For this

reason, it is necessary to apply appropriate learning strategies so that they can be carried out to facilitate students in improving their abilities.

Beers (2012:475) emphasized that learning strategies that can facilitate students in achieving 21st century skills must meet the following criteria: (1) varied learning opportunities and activities, (2) use of technology to achieve learning objectives, (3) project or problem-based learning, and (4) connectivity between curricular (cross-curricular connections). (5) Focus on investigations/inquiries and investigations carried out by students. (6) collaborative learning environment; high-level visualization; and (7) using visual media to increase understanding, using formative assessment, including self-assessment.

Based on Beers' view, it seems clear that the learning process to prepare students to have 21st century skills requires teacher readiness in planning, implementing, and evaluating learning. Teachers play a central role as learning facilitators. Learners are facilitated by the process of mastering teaching materials using various learning resources. The teacher oversees the process within the framework of competency mastery, even though learning is student-centered.

Sutikno (2014:70) asserted that failure of the learning process was caused by choosing an inappropriate learning strategy. In setting a learning strategy, it is not the goal of adapting to the strategy or character of the students; rather, the learning strategy should be a dependent variable that can change and develop according to needs. The effectiveness of using the strategy can be achieved if there is compatibility between the learning strategy and all learning components.

Furthermore, Haidir and Salim (2012:9) emphasized that it is important to equip students with various abilities and skills, such as the ability to think reflectively and critically by implementing transformative learning strategies based on BMB3 (think, feel, behave, act). and responsible).

The use of learning strategies in the classroom is important. The suitability of the learning strategies should also be considered. If the use of learning strategies in the classroom is inappropriate, it will have a negative impact on students and their learning outcomes. Fun learning strategy is a strategy used to create an effective learning environment, convey materials, and facilitate the learning process.

SMK Negeri 1 Tapaktuan is an educational unit that implements the implementation of the independent curriculum in the independent changing category, so that every lesson, including English, is directed at project-based learning, which in this learning will connect students with the problems they face and those encountered in everyday life. day. Starting from the problems that are inventoried and ending with these problem-solving strategies, students continuously learn teaching materials and competencies in a structured manner. In project-based learning, problem-solving is embodied in a real product that is produced as a work of student creation. In project-based learning, learning also focuses on investigations/inquiries carried out by students.

The description above describes the hope that through learning English, students can integrate digital technology in learning, develop, and improve their abilities to think critically, work, and

motivate themselves according to the expectations and demands of the curriculum. However, in reality, there are still some problems related to the above, one of which is the implementation of learning strategies that are less effective in meeting the demands of the curriculum and learning that are still teacher-centered.

The success of learning English at SMK Negeri 1 Tapaktuan in general is still relatively low, as can be seen from the low learning motivation of the students in each learning process. When the teacher gives a project/problem to work on, students are still thinking concretely and have not been able to think critically about solving the problem given by the teacher. In addition, in solving a problem, the level of active student participation is still relatively low. In general, students still think that success in learning English is merely being able to read and hear what the teacher says in class.

Based on the results of the initial observations mentioned above, it can be concluded that one of the factors causing the low learning outcomes of students is their low motivation to learn and critical thinking skills. The low motivation of students to participate in learning, as well as the ability to think critically in solving projects/problems given in learning, which affects the low learning outcomes of students in general, is caused by the learning strategies used by teachers, which are still not relevant to the characteristics of subjects and/or subject matter. In addition, the integration of information and communication technology is also a factor in the low motivation of students in learning, where they have not yet displayed a pleasant, exciting, and challenging atmosphere for

participating actively in learning.

To increase the motivation and learning outcomes of students in learning English at SMK Negeri 1 Tapaktuan in accordance with the demands of the curriculum and the characteristics of students, innovation is needed to overcome the problems faced by students in participating in learning and improving the quality of learning English, one of which is the application of student-centered learning strategies (student-centered learning) and project-based learning in the form of real action at the end of each lesson.

Research Methodology

MR.DEKA is an acronym for starting from yourself, collaboration space, contextual demonstration, understanding elaboration, connection between materials, and real actions. This strategy is used for learning English in class XI at SMK Negeri 1 Tapaktuan. Learning English is directed at learner-centered learning (student-centered learning) and project-based learning (project-based learning). At the end of each lesson, students, both individually and in groups, were asked to make projects in the form of real action.

The MR.DEKA strategy is packaged in the form of a plot or a learning scheme for students. In this learning strategy, students are invited to reflect on, discuss, and collaborate with fellow students. This learning strategy is mixed in the form of a learning flow and is an experience-based learning strategy that is expected to allow students to be independent in learning and become lifelong learning.

The MR.DEKA strategy flow in learning English in class XI of SMK Negeri 1 Tapaktuan can be described as

follows.

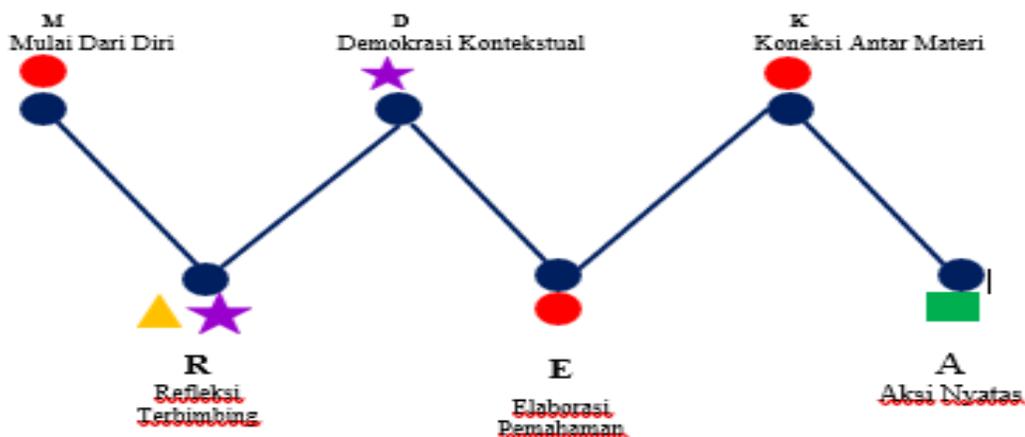


Figure 2.1 MR.DEKA Learning Strategy Flow

Based on the above picture, the teacher's activities in each step can be explained as follows.

● Encouraging student learning

- enthusiasm
- ▲ Facilitating discussions
- ★ Assess assignments and provide feedback
- Check completion of tasks

A. Implementation Steps

The application of the MR.DEKA strategy to learning English in class XI was carried out through the following steps:

1. M (Start from your self)
 This stage is the initial stage in which students will make self-reflections about the material to be discussed, namely asking and giving opinions, and providing trigger questions to determine how far the initial knowledge students have of the material to be studied. Students will then explore the concept or subject matter through video media and/or reading material related to the material to deepen or strengthen the concept of the material to be studied.
2. R (Collaboration Space)

After exploring the concept or subject matter, students were asked to collaborate with other students in group activities. Each group is given an assignment to discuss in their group as well as to design the concept so that it is easy to understand.

3. D (Contextual Demonstration)
 At this stage, students demonstrate or show their previous knowledge and understanding of the subject matter by working in comic form.
4. E (Elaboration of understanding)
 Elaboration is a process in which students deepen their knowledge and understanding of the subject matter. At this stage, students were invited to discuss with the teacher. In this activity students are also given the opportunity to ask

questions from material that has not been understood.

5. K (Connections between materials)
 At this stage, the teacher explores the students' understanding by connecting each material. In addition, students are also asked to draw conclusions from all the materials that have been studied and make connections between the

material that has just been learned and the material that has been studied before.

6. A (Real action)
 In the final stage, the teacher asked students from each group to display their product, which is one of the learning designs related to the material that has been studied.

Result and Discussion

Based on the results of observing the activity and motivation of students in the learning process, as well as the results of cognitive assessment through the

application of the MR.DEKA learning strategy that has been carried out in learning English in class XI, the results are as described in the table below:

Table 2.1 List of Student Activity and Motivation Observation Results

No	Steps	Average	Persentase (%)	Category
1.	Before strategy implementation MR.DEKA (Initial)	9,88	49,38	Not good
2.	After strategy implementation MR.DEKA (Final)	15,75	78,75	Very good

Table 2.2 List of Assessment Results for Cognitive Aspects and Learning Completeness

No	Steps	Average value	Completeness Percentage (%)	
			complete	Not Completed
1.	Before to implementing the MR.DEKA strategy (Initial)	70,00	31,25	68,75
2.	After implementing the MR.DEKA strategy (Final)	81,69	93,69	6,25

Based on the table above, a diagram of the results of observing the activities and motivation of students in learning as well as the results of the assessment of

cognitive aspects and learning completeness is shown in the picture below:

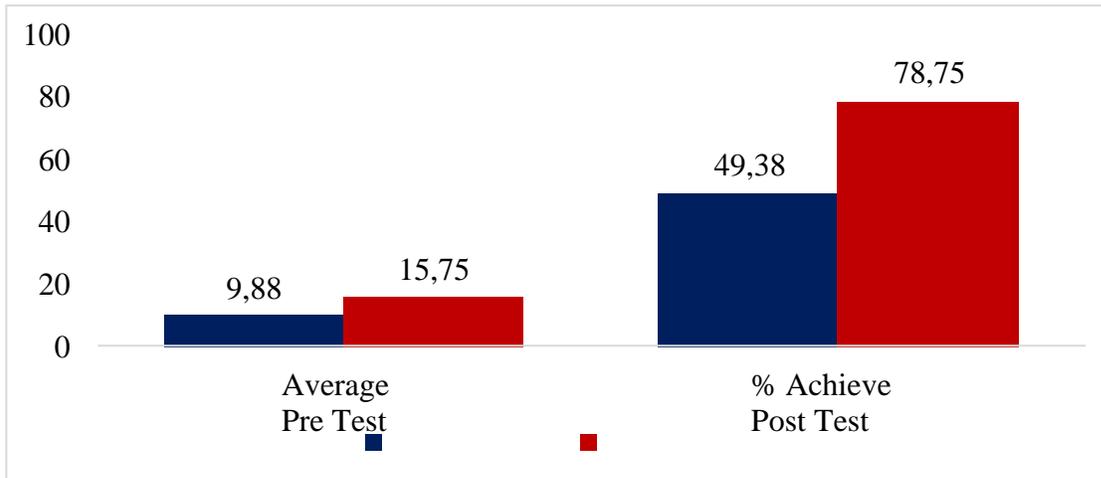


Figure 2.2 Diagram of Student Activity and Motivation Observation Results

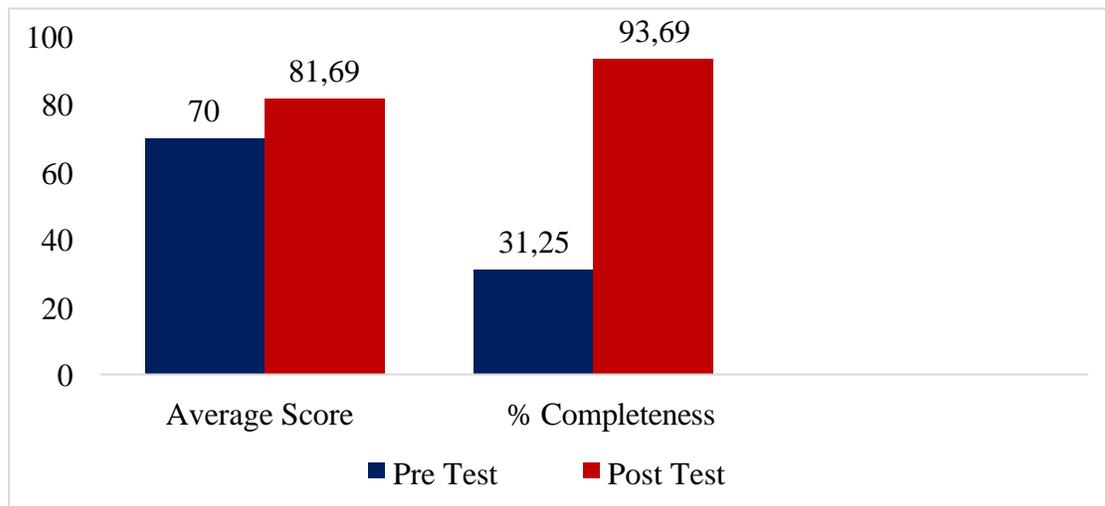


Figure 2.3 Diagram of the results of the assessment of cognitive aspects and learning completeness

From the results obtained in the table and diagram above, it can be explained that the application of the MR.DEKA learning strategy can increase the motivation and learning outcomes of class XI students in English. This can be seen from the learning activities and motivation of the students before the MR.DEKA learning strategy was implemented, with an activeness percentage of 49.38% in the

less category. However, after implementing the MR.DEKA learning strategy, the students' active learning was 78.75% in the very good category.

For student learning outcomes, there was also a significant increase, where prior to the implementation of the MR.DEKA learning strategy, the average score obtained by the students was 70.00 with a completeness percentage of

31.25%. After implementing the MR.DEKA learning strategy, the average score obtained by students was 81.69 with a completeness percentage of 93.69%.

Based on the results above, it can be explained that the MR.DEKA learning strategy is a learning strategy is relevant to the demands of the curriculum, the characteristics of students, and 21st century learning that emphasizes student-centered learning and project-based learning. Project-based Learning). The application of the MR.DEKA learning strategy using Canva media as a form of integration of information and communication technology in learning English in class XI SMK Negeri 1 Tapaktuan has succeeded in increasing student motivation and learning outcomes significantly compared to the learning process before implementing the MR.DEKA strategy.

An increase in students' learning motivation is seen during the learning process, where students are actively involved in learning, and the attention and active role of students in completing various stages of learning is also relatively high. Increasing students' motivation to learn English can be seen from the aspects of interest, attention, and involvement of students during the learning process.

Conclusions and Suggestion

Conclusion

The MR.DEKA learning strategy is one of the learning strategies that is very relevant to the demands of implementing an independent curriculum, the characteristics of students, as well as a 21st century learning framework that emphasizes student-centered learning and project-based learning., as well as

increasing the ability of students to think critically, connect knowledge with the real world, master information and communication technology, and collaborate. In addition, the MR.DEKA learning strategy can significantly increase student motivation and learning outcomes in class XI in English subjects because the MR.DAKA strategy is packaged in the form of a flowchart or learning scheme for students. In this learning strategy, students are invited to reflect on, discuss, and collaborate with fellow students. This learning strategy is mixed in the form of a learning flow, and is an experience-based learning strategy that is expected, and allows students to be independent in learning and become lifelong learning.

Suggestion

Based on the conclusions above, several suggestions can be formulated as follows:

1. Teachers should apply the MR.DEKA learning strategy in each lesson by developing learning techniques and media adapted to class conditions, student characteristics, and teaching-material characteristics. Teachers must always provide reinforcement and appreciation to students who have succeeded or have not succeeded in completing assignments or mastering expected competencies. The MR.DEKA strategy can be applied to all subjects outside of English.
2. Principals should advise all teachers to innovate in learning strategies and always provide full support.
3. For teachers who make efforts to quality learning, which also means improving the quality of education, both material and immaterial support.

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