

## HAND-ON ACTIVITIES IN ENGLISH LEARNING GROUND LEVEL AT SOS CHILDREN'S VILLAGE BALI

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### ABSTRACT

*Hands on is a learning design aimed at involving students in finding information, asking questions, engaging in activities, discovering, and concluding. Known as authentic learning or experiential education, hands on creates an active learning environment. The aims to describe the emergence and benefits of hands on conducted at SOS Children's, Bantas, this qualitative study with a descriptive method seeks to illustrate how hands on can facilitate students in gaining knowledge from direct learning experiences and to clarify the benefits of hands on activities. Data was collected through observation and interviews. Findings show that hands on appeared in student activities, including actively asking questions, engaging directly with objects during learning, and developing critical thinking, independence, and activeness in students.*

### ABSTRAK

*Pembelajaran hands on merupakan sebuah metode pembelajaran yang dirancang untuk melibatkan siswa dalam mengumpulkan informasi, bertanya, beraktivitas, menemukan, dan menyimpulkan. Hands on dikenal juga sebagai pembelajaran autentik atau pendidikan pengalaman. Metode ini digunakan untuk menciptakan suasana belajar yang membuat siswa lebih aktif. Pengabdian ini bertujuan untuk menggambarkan penerapan hands on dan manfaatnya dalam proses pembelajaran di sekolah dasar. Pengabdian ini dilakukan untuk menemukan rancangan yang mampu menciptakan situasi belajar yang memfasilitasi siswa dalam mendapatkan pengetahuan dari pengalaman langsung serta mengetahui manfaat kegiatan hands on secara jelas. Pendekatan kualitatif dengan metode deskriptif digunakan dalam laporan pengabdian ini. Partisipan penelitian adalah siswa-siswi sekolah dasar SOS Children's Village Bantas. Teknik pengumpulan data menggunakan observasi dan wawancara. Temuan menunjukkan bahwa dalam satu pertemuan yang diamati, hands on muncul dalam aktivitas siswa seperti menggali informasi dengan bertanya aktif, melakukan aktivitas langsung terhadap objek belajar, serta menghasilkan siswa yang berpikir kritis, mandiri, dan aktif.*

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## INTRODUCTION

In the era of globalization, the importance of learning English has encouraged many countries to include it in the school curriculum. However, traditional approaches which are generally dominated by lecture methods and writing exercises are often less effective in maintaining student interest and motivation. When students are not actively involved in learning, they tend to feel bored and less interested in English. One of the main causes of boredom is the lack of activities that actively involve students. Learning models that focus on the teacher and are dominated by explanations and writing exercises often ignore the need for students to interact, talk and participate in various activities. In a less interactive environment, students feel less involved and find it difficult to understand practical language skills.

The hands-on activity learning strategy is designed so that students are actively involved in four main components: exploring information and asking questions, doing activities and discovering, collecting data and analyzing, and drawing up their own conclusions. Through this approach, students can gain knowledge directly through personal experience. In the hands-on activity learning model, students not only listen to the teacher's explanation, but also observe, act and identify the objects being studied directly. During hands-on activities, students are given the freedom to construct their own thoughts and findings, so that the learning process becomes more enjoyable, less burdensome, and full of motivation.

According to Kartono (2010), hands-on activities are activities designed to involve students in exploring information, asking questions, doing activities, discovering, collecting data, analyzing and making conclusions independently. Gloria and Lestari (2012) state that hands-on activity is a learning model where students not only see and listen to explanations from educators, but also observe, perform and identify the objects being studied directly. This model gives students direct experience so that it helps them overcome difficulties in remembering lesson material. Samanta (2010) added that hands-on activity is a learning activity that focuses on core concepts, introduces students to thinking processes, and encourages them to ask questions and look for answers, which ultimately increases their understanding. According to Daniah (2016), hands-on activity is a learning activity that actively involves students in hands-on activities, where they determine, collect data, and make their own conclusions. Meanwhile, Riyanti (2009) states that hands-on activity is a learning model that provides experience and appreciation to build understanding, because it is able to simultaneously teach psychomotor skills, knowledge and attitudes using laboratory or similar facilities.

Each learning method has its own advantages and disadvantages, including hands-on activity learning strategies. According to Kartono (2010), the advantages and disadvantages of the hands-on activity learning method are as follows: The advantages of the hands-on activity learning strategy include: (1) increasing students' deeper curiosity thereby encouraging them to conduct research and gain experience scientific, (2) strengthening memory, overcoming learning difficulties, avoiding misunderstandings, getting feedback from students, connecting concrete and abstract concepts, creating good cooperation in groups, and training competitiveness between groups to solve problems given by the teacher, and (3) provide information to students about the errors they experience and how to overcome them. This allows students to better solve future problems. The disadvantages of the hands-on activity learning strategy are (1) the difficulty of creating good cooperation between students in groups due to the different characters of each member, and (2) the difficulty of managing all groups to solve problems within the specified time.

"This research aims to (1) describe the English language learning process at SOS Children's Village, (2) identify various activities carried out during English language learning sessions at SOS Children's Village,, and (3) analyze the factors that influence the effectiveness

of design hands-on activities to improve children's English skills at SOS Children's Village Bantas."

## **RESEARCH METHODS**

This research uses qualitative methods to describe situations and hands-on phenomena in English learning at SOS Children's Bantas. Direct observation and interviews with teachers were used as data collection techniques. Observations were carried out for 1x35 minutes, and interviews were conducted to classify data that the researcher did not understand. The research instrument was the researcher himself who was assisted by observation and interview guidelines.

## **RESULTS AND DISCUSSION**

### **1 Steps for Learning English at SOS Children's Village Bantas**

#### **a. Dig for information and ask questions**

The teacher begins the learning session by providing an explanation of the material that contains questions to stimulate students' curiosity, as well as directing students to make hypotheses.

#### **b. Be active and discover**

After students formulate a hypothesis, the teacher guides them in carrying out investigative or experimental activities to test the hypothesis.

#### **c. Collect data and analyze**

After conducting an investigation or experiment, students collect the resulting data. After all the data was collected, they discussed again to analyze the data that had been obtained.

#### **d. Make conclusions**

During the discussion, the teacher gives students the opportunity to ask questions or provide opinions. Then, the teacher helps students make conclusions by providing keywords or provoking questions.

### **2 Observations and interviews with students at SOS Children's Village Bantas**

The hands-on method in learning English in elementary schools is very effective in increasing student involvement and activity. By using this method, students not only receive information passively, but also actively participate in the learning process through practical activities. This method allows students to interact directly with the course material, which helps them understand concepts better and retain them longer.

Examples of implementing the hands-on method in learning English in elementary schools can involve activities such as language games, creating creative projects, or simulating real situations. For example, students can role play to practice new vocabulary in situations similar to everyday life, or they can create posters illustrating the new words they learn.

#### **Observation :**

During English lessons, teachers use the hands-on method by involving students in role-play activities. Teachers divide students into small groups and give them situations to act out, such as making a hotel reservation or asking for directions on the street.

During this activity, it was seen that students were very enthusiastic and actively participated. They interact with each other, use new vocabulary, and try to speak English with

confidence. Some students who initially seemed less confident showed improvements in their speaking abilities after practicing in fun situations.

Teachers also noted that students understood and remembered new vocabulary more quickly compared to previous lessons that were more lecture or reading based. Group discussions and feedback from peers also help students to correct mistakes and improve their speaking skills.

Interview :

*Interviewer:* “Hi, can you tell me about an activity you recently did in English class?”

*Student:* “Oh, we just did a role play. We were divided into groups and each group had to act out a different situation, like going to a restaurant or shopping at a store. We had to use the new vocabulary we learned.”

*Interviewer:* “How does it feel to take part in activities like that? Do you find it easier to learn?”

*Student:* “Yeah, it’s really fun! I find it easier to remember the words because I can practice them straight away. Also, I feel more confident when speaking English.”

*Interviewer:* “What did you learn from this activity that you couldn’t get from just reading a textbook?”

*Student:* “I learned how to use vocabulary in real situations. If I only read, I might not know how to use these words when talking to other people. But with role-playing, I can immediately try and get feedback from my friends and teachers. “

**Table 1. Pretest Score :**

Name	Class	Mark
Ketut	3	90
Dea	3	95
Putu Nia	3	95
Gede	3	90
Asti	4	95
Ni Komang Ayu	4	95
Putri	4	95
Novi	4	95
Gede Setiawiguna	4	85

**Table 2. Post-Test Score**

Name	Class	Mark
Dea	3	90
Asty	3	90
Putu Nia	2	85
Novi	3	90
Gede Adi	3	80
Gede	4	85
Komang Tasya Putri	4	90
Rani	4	95
Riani	4	90
Cantik	4	90
Widya	4	95
Avan	4	85
Sriani	6	95
Ni Komang Ayu	6	95
Marini	4	90
Sukma	5	85
Asti	3	90
Rina	4	95
Ayu	4	90

### **3 Factors Affecting Design Effectiveness *Hand-on Activities***

The following are factors that influence the effectiveness of designing hands-on activities:

1. Prepare learning materials very well so that students can understand them clearly and meaningfully.
2. Estimate sufficient time so that the teacher can provide a comprehensive explanation to students.

### **CONCLUSION**

Based on the results of previous research and discussions, it can be concluded that teachers always use gestures in learning to read and understand English. Based on the Hands On research in Learning at SOS Children's Village, the following conclusions were obtained. Teachers can apply the Hands On method in learning at the elementary level because students at this stage are still in concrete operational development. The Hands On method can improve students' understanding of the material, ability to work independently, creativity, and critical thinking skills. Apart from that, this method can increase students' motivation and enthusiasm for learning.

The Hands On method provides many benefits in the learning process, especially for students. The benefits that emerge when this method is applied are in line with the goals of the constructivism approach and the student-centered approach, such as motivating students to take responsibility for their own learning, developing students' ability to ask questions and find answers, helping students understand concepts as a whole, and developing the ability to think independently. Thus, it can be concluded that the Hands On method is very necessary in the learning process at the basic level because it provides many benefits.

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## Lampiran

