

Improving the Ability to Analyze Intrinsic Elements of Short Stories Through the Application of the Inside Outside Circle (IOC) Learning Model With Student Centered Approach

Femmy Murniati¹, Dessy Wardiah², Muhammad Ali³

Universitas PGRI Palembang^{1,2,3}

* E-mail femmywarniti41@gmail.com

Abstract

This study aims to: (1) Determine the ability of fourth grade students of SDN 24 Sembawa to analyze the intrinsic elements of short stories through the application of the Inside Outside Circle (IOC) learning model with a student centered approach; (2) Determine the percentage increase in the ability to analyze the intrinsic elements of short stories of fourth grade students of SDN 24 Sembawa through the application of the Inside Outside Circle (IOC) learning model with a student centered approach. This type of research is an action research carried out in 2 cycles and each cycle consists of two meetings. This research was conducted in fourth grade students of SDN 24 Sembawa, Banyuasin Regency. Data collection techniques were carried out through test activities. The results of this study indicate that: (1) Through the application of the inside outside circle (IOC) learning model with a student centered approach, the ability of fourth grade students of SDN 24 Sembawa to analyze the intrinsic elements of short stories can be improved; (2) The percentage increase in the ability of fourth grade students of SDN 24 Sembawa to identify the intrinsic elements of short stories from cycle I to cycle II is 5.92%.

Keywords: Inside Outside Circle (IOC) learning model with student centered approach, intrinsic elements of short stories



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Introduction

Learning Indonesian is important because it includes linguistic and literary aspects which must be taught in a balanced way so that students master listening, speaking, reading and writing skills. (Andriani, 2016). Short stories as part of literary works contain moral messages and social values, so they are effective in forming students' character through understanding intrinsic elements such as theme, characters, plot, and language style. (Ahmad & Amirullah, 2019).

Learning success is influenced by teacher ability, student motivation, and learning environment. (Roestiyah, 2017:98). Teachers as facilitators must create interesting learning through the selection of the right model. Appropriate and varied models help achieve goals, increase motivation, and encourage student activity and involvement. (Hamka: 2025). In the Indonesian language curriculum, basic competencies include language and literature skills. One of the important materials is storytelling, especially understanding and analyzing short stories, which aims to enable students to appreciate literary works and communicate effectively.

At SDN 24 Sembawa, students' understanding of the analysis of intrinsic elements of short stories is still low. The test results showed that only 45% of students met the Learning Objectives

Achievement Criteria (KKTP), and the dominant lecture method was considered less effective (Seprie, S.,:2024). As a solution, the researcher chose the Inside Outside Circle (IOC) learning model based on the student centered approach (Shifa,:2025). This model allows students to discuss actively in two circles to exchange opinions and information alternately. The application of the IOC model is expected to improve students' understanding in analyzing short stories. The evaluation was carried out based on the short stories given, and the results showed an increase in students' interest and abilities. Therefore, this study is important to be carried out in order to improve student learning outcomes at SDN 24 Sembawa.

Methods

This research was conducted at SD Negeri 24 Sembawa located in Sako Makmur Village, Banyuasin Regency. The research was conducted for two learning cycles, starting in mid-January 2025. In its implementation, the researcher was assisted by the principal and two teachers as observers to ensure that the activities went according to plan. The method used was Classroom Action Research (CAR), which aims to improve the learning process and improve the quality of student learning outcomes. CAR allows teachers to be reflective in evaluating and improving their teaching practices through cycles of action, observation, and reflection. (Arikunto, 196 :2015).

PTK model used in this study is the spiral from Kemmis and Taggart, which consists of four stages: planning, action, observation, and reflection. This study focuses on improving students' ability to analyze the intrinsic elements of short stories through the Inside Outside Circle (IOC) learning model based on a student-centered approach. In the planning stage, researchers identify problems through initial observations, compile learning modules with the IOC model, prepare evaluation tools, research instruments, and supporting facilities. This activity also includes managing permits and studying supporting literature.

The implementation stage of the action is carried out according to the steps of the IOC model, namely dividing students into two circles to share information in turns. This model aims to train students' involvement, cooperation, and communication skills in understanding the contents of the story. Observations are made during the action process, with observations of student learning activities and the implementation of the learning model by the teacher. This observation is important as a basis for the reflection stage, and is documented through notes, photos, and evaluations by observers.

In the reflection stage, the results of observations and evaluations are analyzed to determine the effectiveness of the actions taken. If deficiencies are still found, improvements will be made in the next cycle. The evaluation is carried out by giving students a written test consisting of five essay questions. The data analysis technique is carried out by calculating the average and percentage of student learning completion. Students are said to have completed if they get a score of ≥ 65 . Classical success is achieved if at least 85% of students in one class get a passing score. Data collection techniques include observation, documentation, and tests. The written test is assessed using an assessment rubric that includes five aspects: theme, main character, setting, story characters, and story moral. Each aspect has a maximum score of 20. Data validation is carried out by combining observation results and test results. The assessment of the success of the action is based on the increase in scores from the pre-cycle to cycle II. If students show significant improvement according to the established criteria, then the IOC model is declared effective in improving the short story analysis skills of fourth-grade students at SDN 24 Sembawa.

Results and Discussions

1. Results

This classroom action research was conducted in class IV of SDN 24 Sembawa to improve students' ability in analyzing the intrinsic elements of short stories through the Inside Outside

Circle (IOC) model with a student-centered approach, which has proven to be effective in improving students' learning completion from pre-action to cycle II.

Table 1.
Results of the Test of Grade IV Students of SD Negeri 24 Sembawa Analyzing Intrinsic Elements of Short Stories

Test Value	Result	Pre-action		Cycle I		Cycle II	
		Frequency	%	Frequency	%	Frequency	%
	≥65	5	25,00	13	65,00	18	90,00
	≤65	15	75,00	7	35,00	2	10,00
Amount		20 people	100%	20 people	100%	20 people	100%
Average value		54.25		71,75		76.00	

Based on the results of the pre-action evaluation in class IV of SDN 24 Sembawa, only 5 out of 20 students (25%) achieved a score of ≥65 according to the KKTP, with an average score of 54.25. As many as 75% of students have not completed, indicating the need for improvement in learning methods. In cycle I, after implementing the Inside Outside Circle (IOC) model with a student-centered approach, the number of students who completed increased to 13 people (65%) with an average score of 71.75. However, because it did not meet the classical completion requirement of 85%, the study was continued to cycle II. In cycle II, the evaluation results showed a significant increase: 18 students (90%) achieved a score of ≥65 with an average score of 76. Because the percentage of classical completion had exceeded 85%, the study was stopped in cycle II. This proves the effectiveness of the IOC learning model in improving students' ability to analyze the intrinsic elements of short stories.

a. Pre-Research Activity Results

Before implementing cycles I and II, the researcher first carried out pre-action activities to measure the ability of fourth grade students of SDN 24 Sembawa in analyzing the intrinsic elements of short stories. This pre-action was carried out on January 9, 2025 and aimed to identify learning problems faced by students. Of the total 20 students, only 5 students (25%) achieved the passing grade according to the Learning Objective Achievement Criteria (KKTP), while 15 students (75%) had not completed it. The overall average score of students in the pre-action was 54.25, which was categorized as a very low level of ability.

Based on these results, the researcher concluded that there are still many students who have difficulty in understanding the material of intrinsic elements of short stories. This difficulty is caused by students' lack of understanding of the material, low interest in learning, and the use of conventional learning methods that are less interesting and do not motivate students optimally.

By looking at the low pre-action results, it is deemed necessary to conduct classroom action research (CAR) to improve student learning outcomes. CAR is focused on the Indonesian language subject with the material of intrinsic elements of short stories in order to overcome the obstacles found and improve the achievement of learning objectives.

Table 2.
Pre-action Results of Analyzing Intrinsic Elements of Short Stories

No	Pre-action Implementation	Number of Students	Completed		Not Completed	
			Number of Students	%	Number of Students	%
1	Pre-Action Test	20	5	25.00	15	75.00

Source: Pre-Action Test Result Data, 2025

b. Results of Cycle I Research

Cycle I first meeting was held on January 13, 2025. In the implementation of the action cycle I first meeting the researcher was observed by the principal of SD Negeri 24 Sembawa Mr. Achmad Roby Khadafi, M.Pd, and 2 colleagues (class teachers) namely Mrs. Ngatinem, S.Pd. , and Mrs. Karti, S.Pd. The results of the observations are a guideline for researchers to carry out the following research actions: Action Planning , Action Implementation , Observation , and Reflection

In the first meeting of cycle I, the researcher also observed the learning activities followed by 20 students. The results of the researcher's observations of 20 research respondents who participated in learning activities in the first meeting of cycle I

Based on the results of the researcher's observations in the first meeting of cycle I, all students attended the learning activities in the first meeting of cycle I, but students' participation and concentration while learning were still quite sufficient, and their responsibility and towards learning tasks and discipline were still categorized as sufficient . At the end of the second meeting of cycle I, the researcher gave a test to determine students' ability to understand the intrinsic elements of short stories. The results of the test that the researcher had conducted on 20 fourth grade students of SD Negeri 24 Sembawa can be seen in the following table:

Table 3.
Cycle I Result Values Identifying Intrinsic Elements of Short Stories

No	Student Name	Intrinsic Elements of Short Stories					J. Value	Criteria	
		1	2	3	4	5		Completed	Not Completed
1	A A	15	15	15	15	20	70	√	
2	DA	10	10	10	10	5	45		√
3	DNS	10	15	15	15	15	70	√	
4	DR	10	20	15	15	20	80	√	
5	FAM	15	15	10	10	10	60		√
6	F.	15	15	20	15	10	85	√	
7	HAF	10	10	10	10	15	55		√
8	HAT	20	15	15	15	15	80	√	

9	HRA	20	15	10	20	20	85	√
10	I.	10	15	20	15	20	80	√
11	Karen	15	10	10	10	15	60	√
12	KA	10	10	15	15	10	60	√
13	K.	10	20	20	15	15	80	√
14	LNM	15	15	15	20	10	75	√
15	MFN	20	15	20	20	10	85	√
16	NA	15	20	20	15	10	85	√
17	PK	15	15	15	15	15	75	√
18	RZM	10	15	10	10	10	55	√
19	UL	10	10	15	15	15	60	√
20	ZNZ	20	15	15	20	20	90	√
Total Value							1435	
Average value							71,75	

Source: Cycle I Test Results Data, 2025

c. Results of Cycle II Research

Cycle II was carried out in two meetings with a time allocation of 2x35 minutes for each meeting. The steps taken by the researcher in implementing cycle I, the first and second meetings, were as follows: a) Identifying and formulating problems; b) Analyzing problems; c) Formulating action hypotheses; d) Making action plans; e) Carrying out actions and observing them; f) Processing and interpreting them; g) Carrying out evaluations; g) Making reports on the results of classroom action research

Table 4.
Student Observation Sheet Cycle II

No	Student Name	Observed Aspects	Score		Information	
			1-3	Good	Enough	Not enough
1	AA		3	√		
a		Presence	2		√	
b		Participation in learning	2		√	
c		Concentration while studying	3	√		

d	Responsibility for tasks		
e	Discipline in learning	2	√
2	DA		
a	Presence	3	√
b	Participation in learning	3	√
c	Concentration while studying	2	√
d	Responsibility for tasks	3	√
e	Discipline in learning	2	√
3	DR	2	√
a	Presence	3	√
b	Participation in learning	3	√
c	Concentration while studying	3	√
d	Responsibility for tasks	3	√
e	Discipline in learning	2	√
4	DR		
a	Presence	3	√
b	Participation in learning	3	√
c	Concentration while studying	2	√
d	Responsibility for tasks	3	√
e	Discipline in learning	2	√
5	FAM		
a	Presence	2	√
b	Participation in learning	2	√
c	Concentration while studying	3	√
d	Responsibility for tasks		
e	Discipline in learning	2	√
6	F		

a	Presence		3	√
b	Participation in learning		3	√
c	Concentration while studying		2	√
d	Responsibility for tasks		3	√
e	Discipline in learning		2	√
7	HAF			
a	Presence		2	√
b	Participation in learning		2	√
c	Concentration while studying		3	√
d	Responsibility for tasks			
e	Discipline in learning		2	√
8	HAT			
a	Presence		2	√
b	Participation in learning		2	√
c	Concentration while studying		3	√
d	Responsibility for tasks			
e	Discipline in learning		2	√
9	HRA			
a	Presence		2	√
b	Participation in learning		2	√
c	Concentration while studying		3	√
d	Responsibility for tasks			
e	Discipline in learning		2	√
10	I			
a	Presence		2	√
b	Participation in learning		2	√
c	Concentration while studying		3	√

		studying		
d		Responsibility for tasks		
e		Discipline in learning	2	√
11	K			
a		Presence	3	√
b		Participation in learning	3	√
c		Concentration while studying	2	√
d		Responsibility for tasks	3	√
e		Discipline in learning	2	√
12	KA			
a		Presence	3	√
b		Participation in learning	3	√
c		Concentration while studying	2	√
d		Responsibility for tasks	3	√
e		Discipline in learning	2	√
13	K			
a		Presence	2	√
b		Participation in learning	2	√
c		Concentration while studying	3	√
d		Responsibility for tasks		
e		Discipline in learning	2	√
14	LNM			
a		Presence	2	√
b		Participation in learning	2	√
c		Concentration while studying	3	√
d		Responsibility for tasks	3	√
e		Discipline in learning	3	√

15	MAFN					
	a	Presence	2	√		
	b	Participation in learning	2	√		
	c	Concentration while studying	3	√		
	d	Responsibility for tasks	3	√		
	e	Discipline in learning	3	√		
No	Student Name	Observed Aspects	Score	Information		
				Go od	Enou gh	Not enough
			2	√		
16	NA	Presence	2	√		
		Participation in learning	3	√		
		Concentration while studying	3	√		
		Responsibility for tasks				
		Discipline in learning	3	√		
17	PK	Presence	2	√		
		Participation in learning	2	√		
		Concentration while studying	2	√		
		Responsibility for tasks	2	√		
		Discipline in learning	3	√		
18	RZM	Presence	2	√		
		Participation in learning	2	√		
		Concentration while studying	3	√		
		Responsibility for tasks	3	√		
		Discipline in learning	3	√		

19	UL	Presence	2	√
		Participation in learning	2	√
		Concentration while studying	2	√
		Responsibility for tasks	2	√
		Discipline in learning	3	√
20	ZNZ	Presence	2	√
		Participation in learning	2	√
		Concentration while studying	3	√
		Responsibility for tasks	3	√
		Discipline in learning	3	√

Table 5.
Cycle II Test Results Values Identifying Intrinsic Elements of Short Stories

No	Student Name	Intrinsic Elements of Short Stories					Total Value	Criteria	
		1	2	3	4	5		Completed	Not Completed
1	A A	20	15	20	15	20	80	√	
2	DA	15	15	10	15	5	60		√
3	DR	20	15	15	15	20	85	√	
4	DR	20	20	15	15	20	90	√	
5	FAM	20	20	15	15	15	85	√	
6	F.	20	15	20	15	15	85	√	
7	HAF	20	20	15	15	15	85	√	
8	HAT	20	15	10	20	20	85	√	
9	H.R.A.	20	20	15	20	10	85	√	
10	I.	20	20	20	15	10	85	√	

11	K.	20	15	15	20	15	85	√
12	KA	20	20	20	15	15	80	√
13	K.	20	20	15	15	20	90	√
14	LNМ	20	20	15	15	20	90	√
15	MAFN	20	20	15	20	15	90	√
16	NA	20	20	20	15	15	90	√
17	PK	20	20	15	20	15	90	√
18	RZM	15	15	1	1	1	60	√
				0	0	0		
19	UL	20	20	20	15	15	90	√
20	ZNZ	20	20	20	20	20	90	√
	Average value						76	

Source: Research Results Data Cycle II, 2025

In cycle II, out of 20 fourth grade students of SDN 24 Sembawa, 18 students (90%) have achieved a score of ≥ 65 according to the Learning Objectives Achievement Criteria (KKTP), while only 2 students (10%) have not completed it. The total number of student scores is 1,520 with an average of 76. Because classical completion has been achieved (at least 85% of students have completed it), the learning is declared successful and does not need to be continued to the next cycle.

2. Discussions

a. Results of Cycle I Implementation

In cycle I, out of 20 fourth grade students of SD Negeri 24 Sembawa, 13 students (65%) achieved a score of ≥ 65 according to the Learning Objectives Achievement Criteria (KKTP) for Indonesian Language. Meanwhile, 7 students (35%) have not achieved completion. The average class score reached 71.75, but has not met the classical completion requirement of 85%, so it needs to be continued to cycle II. During the implementation of cycle I, the researcher received various criticisms and suggestions from observers. This shows that the actions in cycle I have not been implemented optimally, and there are still errors that need to be corrected for improvement in the next cycle.

The Inside Outside Circle (IOC) learning model with a student-centered approach used in cycle I has not been optimally implemented. In fact, this model has the potential to improve students' analytical skills on short stories if implemented according to its syntax. According to (Lie ., 2008), the IOC model provides students with the opportunity to share information actively and simultaneously. When implemented correctly, this model encourages student activity and involvement in the learning process. Previous research by (Dinawaty et al ., 2023) . also showed that the implementation of the IOC model can improve student learning outcomes, especially in social studies. Student learning activities are also in the fairly good category.

There are similarities between this research and research (Dinawaty et al ., 2023) namely both using the IOC model as a learning strategy. The difference lies in the subjects studied:

Dinawaty studied social studies learning, while this study focuses on the ability to analyze short stories.

b. Results of Cycle II Implementation

In cycle II, 18 out of 20 fourth grade students of SD Negeri 24 Sembawa (90%) managed to achieve scores according to the Learning Objective Achievement Criteria (KKTP) for the Indonesian Language subject, which was ≥ 65 . Only 2 students (10%) had not achieved completion. Thus, based on classical standards (at least 85% of students completed), learning activities in cycle II were declared successful. The average score of students in cycle II was 76. This increase indicates that most students have understood the material, especially in analyzing the intrinsic elements of short stories. The results of observations also showed that students showed high interest and motivation and were active in the learning process.

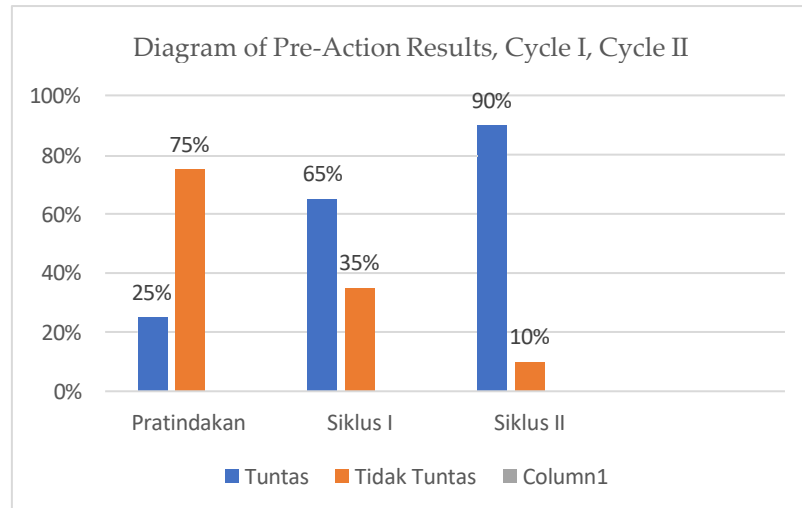
The success was influenced by the implementation of the Inside Outside Circle (IOC) model based on a student-centered approach that was implemented appropriately by the researcher. This model has proven effective in encouraging students to share information actively and in a structured manner in groups. This is in accordance with the opinion of (Anita , 2008) , who stated that the IOC model provides students with the opportunity to exchange information with different partners systematically, thereby strengthening interpersonal relationships and understanding of the material.

This research is in line with the research results (Andriani, 2016) which also proves the improvement of learning outcomes through the IOC model in learning to analyze the intrinsic elements of short stories at the high school level. Although there are differences in levels and research subjects, both show the effectiveness of the IOC model in improving students' understanding of story elements. Thus, the application of the IOC learning model which is carried out properly has been proven to be able to significantly improve the learning outcomes of fourth grade students of SDN 24 Sembawa in understanding the intrinsic elements of short stories.

c. Analysis of Research Results Cycle I and II

In the pre-action stage, the average score of fourth grade students of SD Negeri 24 Sembawa was 54.25. After the action was carried out in cycle I, the average score increased to 71.75 or increased by 32.26%. However, classical learning completion has not been achieved because only 65% of students (13 out of 20) obtained scores according to the KKTP, while the completion requirement is that at least 85% of students achieve a score of ≥ 65 . In cycle II, learning outcomes showed a significant increase. A total of 18 students (90%) were declared complete, while 2 students (10%) had not reached the KKTP and would take a remedial program. The average score of students in cycle II was 76. When compared to cycle I, there was an average increase of 5.92%, indicating progress in the learning process.

Overall, the average value before and after the action increased from 54.25 to 73.88, with a percentage increase of 36.19%. The application of the Inside Outside Circle (IOC) learning model with a student-centered approach that is carried out correctly has proven to be effective in improving students' ability to analyze the intrinsic elements of short stories. In addition to the learning model, learning interest factors and teacher strategies also support the success of improving student learning outcomes.



Picture 1. Diagram of Pre-Action Results, Cycle I, Cycle II

Conclusion

The application of the Inside Outside Circle (IOC) model with a student-centered approach has been proven to increase the activeness and learning outcomes of fourth grade students of SDN 24 Sembawa in analyzing the intrinsic elements of short stories, as indicated by an increase in completeness from 65% in cycle I to 90% in cycle II, as well as an increase in the average value from 54.25 (pre-action) to 76 (cycle II).

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