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THE INFLUENCE OF THE GUIDE NOTE TAKING LEARNING METHOD ON STUDENTS' UNDERSTANDING OF CONCEPTS IN THE CONTENT OF PPKN CLASS III CLUSTER IV PRAYA CENTRAL LOMBOK

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ABSTRACT

The purpose of this research is to find out whether there is an influence of the Guide learning method Note Taking on the students' conceptual understanding of PPKN class III Cluster IV Praya material in Central Lombok. This research is experimental research. This research design uses a Nonequivalent control group design. The sampling technique used was purposive sampling. The population in this study were all class III students at SDN Gugus IV Praya Central Lombok, while the sample was class III at SDN 2 Wakul as the experimental class and class III at SDN Gerintuk as the control class. Data collection methods are used in the form of observation and tests. Students' conceptual understanding in the form of pretest and posttest was then analyzed using the normality test with the Kolmogrov-Sminorv test, then homogeneity was tested with Levene's test. The test results indicate that the data is normally distributed and homogeneous. The data were then analyzed using an independent sample test. Obtained a significant level of 0.00 <0.05 so it can be concluded that Ha is accepted and H0 is rejected. This shows that there is an influence of the Guide learning method Note Taking towards students' understanding of concepts. Next is the effect test size with a score of 1.25 with high criteria.

Keywords: Guide Note Taking Method, Students Understanding of Concepts

INTRODUCTION

Education is a guide in the implementation of learning that is carried out consciously and planned. As in Law no. 20 of 2003 Chapter 1 Article 1 concerning the National Education System, states: "Education is a conscious and planned effort to enliven the learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, morals noble character, as well as the skills needed by himself, the community, the nation, and the state (Bahri Djamarah, 2011).

The advancement of a nation cannot be separated from the important role of education in the country itself. Quality education will affect progress in various fields so to realize this it is necessary to have a teacher as a component of education which has consequences for the need to be provided with professional skills in carrying out tasks, a sense of responsibility or dedication in carrying out tasks in order to improve the quality of education. needed on a daily basis.

The process of learning and learning is one of the events experienced by all people which is the main provision for experiencing development in various aspects of the life they live (Susanto, 2013). This process lasts a lifetime from infancy to death, every human being must have a learning process that varies from one to another. They also have different abilities to deal with the difficulties that exist during the learning process. Apart from that, all learning processes must receive important attention because it is through this process that every human being will learn many things in his life (Widoyoko, 2012).

Based on the results of the observations that the researchers made at Gugus IV Praya Elementary School on January 12, 2023, it was found that several methods had been used by the teacher in the learning process. The methods used are the lecture method, group method, discussion method, and peer method. However, there are still some students who do not understand learning using the methods that have been taught. Understanding students is very important in the classroom, where students who have understood learning will be said to be successful if students can actively participate in the ongoing learning process in the classroom and these students can re-explain the learning that has been taught in class. Understanding comes from the word "understand" which means to understand, and master correctly. In the general Indonesian dictionary "understanding" means things, the work of understanding, or something that we understand and we understand correctly. In this case, students must be able to understand the learning that has been taught in class (Sukmadinata, 2011).

The success of implementing learning methods is very dependent on how the teacher uses the learning methods themselves because a learning strategy can only be implemented through the use of learning methods to be able to convey learning well, and so that students can better understand the lesson. A teacher besides mastering the material, the teacher also teachers are required to be skilled in choosing and using teaching methods that are appropriate for the situations and conditions they face, and teachers must also generally master various methods both regarding the strengths and weaknesses of the methods used (Syaiful & Zain, 2010).

Based on the problems above, it can be followed up by using methods that can increase students' attention to the teacher and these students can act actively in-class learning. Teaching and learning methods that are participatory by the teacher will be able to bring students into a more conducive situation because students are more involved and more open and sensitive in teaching and learning activities. The learning method is defined as the method used by the teacher in carrying out its functions and is a tool to achieve learning objectives. One alternative learning method that can be used is by using the *Guide method Note Taking. guide* method *Note Taking* is a learning method that uses an active learning approach (Silberman et al., 2009). Active learning is any form of learning that allows students to play an active role in the learning process itself both in the form of interaction between students and students and teachers in the learning process.

In this case the purpose of the *Guide learning method Note Taking* is so that the lecture method developed by the teacher gets the attention of students, especially in classes where there are quite a number of them. Basically, the *Guide learning method Note Taking* is a learning method that can maximize the lecture method which is still widely used by teachers during the learning process.

guide method *Note Taking* was developed so that the lecture method used by the teacher can attract students' attention by providing teaching materials (*handouts)* in the form of important points and blanking terms or definitions and removing some keywords. *Guides Note Taking* is also a learning method in which a teacher prepares a summary of subject matter in the form of a chart, schematic (*handout*) as a medium that can assist students in making notes when a teacher is delivering a lesson using the lecture method of Muttaqin's opinion (2009:1). By using the *Guide method Note Taking* students not only listen to the teacher's explanation,

but students have activities to fill in important blank points and answer questions contained in the sheets given so that students no longer feel bored and pay attention to the learning process.

guide method *Note Taking* has benefits, including students can produce complete and accurate lesson notes, increase student understanding to complete *the Guide Notes* students actively respond to lessons through hearing, seeing, thinking, and writing. *Guided Note Taking* can also encourage students to be more active in asking questions to the teacher. When using the *Guide method Note Taking* students will ask more questions and express their opinions than when students make their own notes. By using the *Guide method Note Taking* this students can better understand the material that has been delivered by the teacher so that students are expected to play an active role in the learning process. Based on the things above, the researcher is interested in conducting research with the title "The Influence of *Guide Learning Methods Note Taking Against Students' Conceptual Understanding of* PPKn Class III Cluster IV Praya Central Lombok Material Content ."

METHOD

The research conducted was experimental research. According to (Sugiyono, 2018), the experimental research method is defined as a research method used to seek the effect of treatment on others under controlled conditions. The form of research used is *Nonequivalent Control Group Design,* in this design there are two groups, namely the experimental group and the control group which are not randomly selected, then given *a pre-test* to find out the initial state, is there a difference between the experimental group and the control group and *the post-test* to determine the final state of the experimental group and the control group. The experimental class was given treatment by applying the *Guide method Note Taking* while the control class is not given treatment.

According to (Sugiyono, 2018) population is a generalized area consisting of subjects who have certain qualities and characteristics then applied to be studied and then drawn conclusions. In this study, the population was determined as all grade III students at SDN Gugus IV Praya, totaling 91 students from 4 schools. The following is data on the number of class III students at SDN Gugus IV Praya.

According to (Sugiyono, 2018) the sample is part of the number and characteristics possessed by the population. If the population is large, researchers may not study everything in the population, for example, due to limited funds, manpower, and time. Then researchers can use samples taken from the population. For this reason, the sample taken must be truly representative. The sampling technique used is *simple random sampling*. The type of sampling technique from *non-probability sampling* used is *purposive sampling*. According to (Sugiyono, 2018) *Purposive sampling* is a sampling technique for data sources with certain considerations. The considerations in determining the sample of this study are the number of student scores which are almost the same on average, the problems faced, and the same curriculum. Based on the results of these considerations, the schools that were sampled in this study were class III students at SDN 2 Wakul and SDN Gerintuk. Data collection techniques are methods used by researchers in collecting data. Data collection techniques used in this study are observation, documentation, and tests.

According to (Arikunto, 2010) states that " a research instrument is a tool or facility used by researchers in collecting data so that their work is easier and the results are better, in the

sense that it is more accurate, complete, and systematic so that it is easier to process". The instruments used in this study were observation, tests (multiple choice), and documentation to determine the extent to which students' understanding in the implementation of learning using the guide method note taking.

The independent variable instrument used in the study was student observation according to the *Guide method Note Taking* which contains material about rights and obligations in class. When the researcher observed the school that was used as the research site, the researcher asked a lot about the school, the number of students, and student grades, and the researcher asked that to each class teacher in each of these schools.

The instrument for the dependent variable used in this study was a written test used during the *pre-test* And *post-test*. The test instrument is in the form of multiple choice questions which are structured based on learning indicators during the research and are formatted according to the learning methods applied in class. The test instrument in the form of multiple choice is used for reasons that are more representative in terms of covering and representing the material. Before being used in the research class, the test instrument was first tested for its validity and reliability.

(Purwanto et al., 2016), argues that validity relates to the ability to measure exactly what is desired to be measured. A test is said to have validity if the results match the criteria, in the sense of having parallels between the test results and the criteria. To determine the validity of the items in this study used the *product correlation equation formula moment* with the help of the *SPSS 21 application.* if $r_{count} > r$ table then the question is said to be valid.

According to (Sugiyono, 2018), a reliable instrument is an instrument that, when used several times to measure the same object, will produce the same data. A test can be said to have high confidence if the test can provide consistent results. The data analysis technique in this study is a descriptive statistical analysis used to determine the implementation of the *Guide* method syntax *Note Taking*, to test or seek the influence of the *Guide learning method Note Taking on* the students' understanding of the concept used in the t-test. The analysis was carried out using the help of *SPSS 21 for statistical analysis windows* at a significance level of 5%. But before the t-test *was carried out*, prerequisite tests were first carried out, namely the data normality test and homogeneity test (Winkel et al., 2017).

normality test is a test carried out with the aim of assessing the distribution of data in a group of data or variables, whether the distribution is normally distributed or not. To make it easier for researchers to choose two different variables, the normality test must also be carried out on these two variables. The normality test in this study used the *Kolomogrov test Smirnov* and assisted with statistical analysis programs *SPSS 21 for windows*. The data can be said to be normally distributed if the significance value is > 0.05 with a significance level of 5%.

Ridwan's (2010: 179) homogeneity test is a test of whether the variances of two or more distributions are the same. The sample homogeneity test is based on the assumption that if the variances of the samples are not much different, then the samples are quite homogeneous. If F count ≥ F table then the sample is not homogeneous and if F count ≤ F table eat a homogeneous sample with a significance level of 5%. Testing the homogeneity of the data in this study used the help of *the SPSS 21 for* statistical analysis program *windows*.

According to (Sugiyono, 2018) hypothesis testing is a decision-making method based on data analysis, both from controlled experiments and from observation. The research hypothesis

was tested using *a t- test* assisted by a statistical analysis program *SPSS 21 for windows* . The *t- test* used in this study uses *the T- test Polled Variance* which is one of the statistical tests and is used to determine whether there is a significant (convincing) difference from the means of two independent samples. The *t- test* formula is as follows (Sugiyono, 2018).

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Information:
t : calculated t value
X1 : the average of the experimental group
X2 : the average of the control group
s_1^2: variance of the experimental group
s_2^2: control group variance
n_1: many subjects of the experimental group
n_2: many subjects control group

Hypothesis testing in the study was analyzed using *the Independent Sample T-test* in the statistical analysis program *SPSS 21 for Windows* with a significance level of 5% or 0.05. The data will be analyzed after first carrying out prerequisite tests, namely the normality test and data homogeneity test. If t count > t table or significance value <0.05 then H0 is rejected and Ha is accepted. The statistical hypotheses proposed in this study are as follows:

Ha = There is an influence of the *Guide learning method Note Taking the students' conceptual understanding of* PPKN class III Cluster IV Praya material in Central Lombok.

H 0 = There is no effect of the *Guide learning method Note Taking the students' conceptual understanding of* PPKN class III Cluster IV Praya material in Central Lombok.

To find out how much influence the *Guide method has Note Taking* towards understanding the concept can use *effect calculations sizes Cohen's d* . According to Utami and Roektiningroem (2018: 388) *effect sizes Cohen's d* is a calculation to determine the size of the effect or influence of a variable on other variables. The formula of *Effect size Cohen's d* is as follows (Cohen et al., 2007).

$$\textit{effects size} = \frac{\textit{mean of the experimental group – mean of the control group}}{\textit{Pooled standard deviation}}$$

To calculate pooled standard with the following formula (Sugiyono, 2018).

$$S\ Pooled = \sqrt{\frac{n_1 - 1) + s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 1}}$$

Information:
S_1^2: variance of the experimental group
S_2^2: control group variance

n_1: many subjects of the experimental group

n_2: many subjects control group

Effect value calculation results *sizes Cohen's d* interpreted with the criteria as in the following table :

Table 1

Interpretation of *Effect* Values *Size Cohen's d*

value d	Criteria
0-0.20	Very low
0.21 – 0.50	Low
0.51 – 1.00	Currently
>1.00	Tall

(Cohen et al., 2007)

RESULTS AND DISCUSSION

Results

This research is an experimental research type *Quasi-Experimental Design type Nonequivalent Control Group Design*. The researcher conducted research in the Experiment class, namely class III students at SDN 2 Wakul from 12 to 16 May 2023. Meanwhile, the research was conducted in the Control class, namely class III students at SDN Gerintuk from 17 to 19 May 2023.

Before the hypothesis testing is carried out, the researcher creates a test instrument that will be tested for its validity and reliability. After the instrument test is carried out, the instrument will be used to measure student understanding. Tests are given to determine students' initial abilities before being given treatment (*pre-test*) then given treatment and finally *post-test*. The *post-test* result data will be tested normally and homogeneously as a prerequisite for conducting hypothesis testing which aims to determine whether or not there is an effect of the *Guide method Note Taking* on Students' Understanding of Concepts.

In the early stages, the researcher gave an initial test (*pre-test)* to the experimental class and the control class with the aim of seeing the initial abilities of students from each class. The next stage is the researcher giving treatment in the form of applying the *Guide learning method Note Taking* on the experimental class. Whereas in the control class, the researcher applied a different learning method to the experimental class. The method used in the control class is the lecture, discussion, and question and answer method. In the final stage after giving the treatment, the researcher gave a final test (*post-test*) to the experimental class and the control class with the aim of seeing a comparison of conceptual understanding between classes that were given the *Guide learning method treatment Note Taking* with classes that use lecture learning methods, and (conventional) discussions.

Before conducting the research, a validity test was carried out on the items that would be used in the actual research. Validate the test items directly to students at SDN 2 Leneng. The class that the researcher used as a sample in the instrument validity test was class IV, totaling 20 students who had previously studied the PPKN material on obligations and rights.

This validity test was given to 20 people, namely fourth-grade students at SDN 2 Leneng in May with a total of 30 items, 20 questions were valid and 10 questions were invalid. Test the validity of the instrument using the *product correlation formula moment*. From the results

of the instrument trial, *the rt able* value was obtained 0.444 with a total of 30 questions at a significance level of 5% with the condition that if r count > r table then the item is declared valid. There are 20 valid questions, namely numbers (1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 14, 16, 17, 18, 20, 21, 22, 23, 25). While there are 10 invalid questions, namely question number (5, 13, 15, 19, 24, 26, 27, 28, 29, 30).

The researcher used 20 valid questions to measure student understanding because the valid questions represented all the indicators to be measured. As for the questions that were not valid, the researchers did not use them to measure the understanding of third-grade students at SDN 2 Wakul and third-grade students at Gerintuk Elementary School because these questions were not suitable for research. The results of the validity test of the questions are as follows:

Table 1

Analysis of Item Validation Test Results

Amount grain question before tested try	Amount grain question after tested try	
	Valid	Invalid _
30	20	10

Table 1 above explains that there are 20 valid items provided that the value of r count > stable value, while there are 10 invalid questions with the condition that the value of r count < r table.

A reliable instrument is an instrument Where The instrument will provide fixed, consistent or stable results even though it is used at different times on the same object. The use of data reliability is to know or show the accuracy of a test in measuring the same symptoms at different times and occasions.

To test the reliability of the items as a whole, a *split* technique was used *half)* which was analyzed by the *Spearman formula Brown* which produces a reliability coefficient of 0.692. Based on the table of question reliability criteria, the range of reliability coefficient values between 0.61-0.80 is included in the high criteria. Therefore, the student concept understanding instrument used has high reliability so that it can be used in research.

Table 2

Reliability Test Results

Number of questions	Cronbach's Alpha	Category
20	0.887	High reliability

Source: SPSS Statistics for Windows

Table 2 above explains that *Cronbach's alpha* after being tested at 0.887 it is said to be reliable because of *Cronbach's value alpha* > 0.60.

Student Understanding Result Data

After knowing the number of valid questions, then the valid questions are used as *pre-test* and *post-test questions*. The average score of *the pre-test* results for the understanding of students in the experimental class was 38.88 and that of the control class was 40.00. While the average value of *the post-test* results of students' understanding of the experimental class was 83.33 and the control class was 68.0. The data from *the pre-test* and *post-test* results for the results of students' understanding in the experimental class and control class can be seen in Table 3 below.

Table 3
Student Pre-test and Post-test Results

Group	Number of Students (N)	Test	The highest score	Lowest Value	Average
Experiment	27	*Pretest*	60	20	38,88
		Posttest	95	70	83,33
Control	26	*Pretest*	50	30	40.00
		Posttest	80	50	68.0

Based on the table above, it can be seen that the *pre-test results* of the experimental class and the control class have slightly different abilities. From these data, it can also be seen that the results of the experimental class students' understanding after being given treatment (*post-test) in the form of using the Guide* learning method *Note Taking* with better results compared to the results of understanding control class students who were not given treatment. Likewise, the average value of experimental class students after being given treatment was better than the average value of control class students who were not given treatment. Based on these results, it can be concluded that there is a difference in the average scores of students in the experimental class and the control class after being given different treatments.

Data Normality Test Results

normality test aims to test whether the research data is normally distributed or not. The data is said to be normally distributed if the significance value is more than 0.05, while it is said to be not normally distributed if the significant value is less than 0.05. The normality test in this study used the *Kolmogrov-Smirnov test* with the help of *SPSS 21 for windows*. The normality test in this study consisted of *pre-test* and *post-test data* about students' understanding in the experimental class and control class which are presented in the table below.

Table 4
Normality Test and Control Class

Class		Sig .
Control	Pre-test	014
	Post-test	.180
Experiment	Pre-test	.200 *
	Post- test	007

Based on Table 4.4 above, it can be seen that the normality test results for *the pre-test* and *post-test* values in the experimental class and control class are normally distributed because the sig value is > 0.05. The complete results of the normality test can be seen in *Appendix 6*

Data Homogeneity Test Results

The homogeneity test aims to find out whether the data has the same variance or not. The data is said to be homogeneous if the significance value is greater than 0.05, while it is said to be inhomogeneous if the significance value is less than 0.05. The homogeneity test in this study used the analysis of variance test (F test) with the help of *SPSS 21 for windows*. If the data is homogeneous, then hypothesis testing can be carried out, because homogeneity testing is one of the conditions for continuing hypothesis testing.

Table 5
Homogeneity Test of Experimental Class and Control Class

Levene Statistics	df1	df2	Sig .
1,591	3	102	.196

Table 5 above shows the results of the homogeneity test using the *Levene test statistics for the pre-test* and *post-test* values in the experimental class and the control class can be seen that the sig value is 0.196 > 0.05 so that it can be said that the data is homogeneous or the same.

Data Hypothesis Test Results

The hypothesis test carried out in this study was the independent sample t-test. This test is used to determine the mean significant difference between two groups of data on a ratio scale. Independent sample t-test or *Independent Sample T-test* calculated with the help of a statistical analysis program *SPSS 21 for Windows* with a significant level of 5% or 0.05. The conditions for testing this hypothesis are if the significant level of the t table <0.05, then the alternative hypothesis (Ha) is accepted while the null hypothesis (H 0) is rejected, conversely, if the significant level of the t table is > 0.05, then the alternative hypothesis (Ha) is rejected, while the null hypothesis (H 0) is accepted. The results of hypothesis testing obtained using *the Independent Sample T-test* can be seen in Table 4.6 below.

Table 6

Results of Experimental and Control Class t-Test Analysis

Significant Level	sig. value	Category
5%	0.00	There is influence

Based on the arc Table 4. 6 results of hypothesis testing using the t-test shows that the significant value is 0.0 0 <0.05, so it can be concluded that there is an influence of *the Guide* learning method *Note Taking* towards students' understanding of concepts.

Effect Test size

independent test results are known to sample test and the results have an effect on the next test, namely the effect test size with the aim of knowing the magnitude of the influence of the guide learning method note Taking into account students' conceptual understanding of PPKN class III Cluster IV Praya Central Lombok material can be known by calculating *the effect size* using the formula from *the effect sizes Cohen's d* with the following results:

$$effects\ size = \frac{mean\ of\ the\ experimental\ group - mean\ of\ the\ control\ group}{Pooled\ standard\ deviation}$$

$$effects\ size = \frac{83 - 68}{11, 93}$$

$= 1.25 \Longrightarrow$ High

Table 7
Effect test results size

Variable	*Effect* test results *size*	Criteria
Concept Understanding	1, 25	Tall

Based on table 7 *effect test results size* can be known that the *effect value size* by using the formula from *the effect sizes Cohen's d* is 1.25, hence the influence of the *Guide learning method Note Taking* towards understanding the concept is classified as High based on the *effect classification size.*

Discussion

Researchers conducted research at SDN Gugus IV Praya, where in the cluster there were 4 schools namely: SDN 2 Wakul, SDN Gerintuk, SDN Tiwu Asam, and SDN Kwangrundun. The number of students from the school was 91 students, and with these considerations, the

researcher chose 2 schools as samples, namely SDN 2 Wakul (Experimental Class) with a total of 27 students and SDN Gerintuk (Control Class) with a total of 26 students. Before the researchers conducted research at the two schools, the researchers conducted an instrument trial first at SDN 2 Leneng in grade IV because the class had already studied material about obligations and rights. The researcher tested 30 questions, the questions were distributed to class IV at SDN 2 Leneng. After the trial was completed, the researcher calculated the results obtained in the trial, in 30 questions there were 20 valid questions and 10 invalid questions. There are valid questions from the count of r count > r table then it is declared valid, which is invalid can be obtained from the count of r count < r table then it is declared invalid. After that, the validity and reliability tests were calculated.

After finding the results of validity and reliability, the researcher conducted research in the Experiment class first, where the researcher gave the pre-test questions first without treatment, after finishing giving the test to class III at SDN 2 Wakul the researcher calculated the results of the pre-test that had been carried out. A few days later, the researcher continued his research at SDN 2 Wakul in class III by giving a final test (post-test) with the *Guide learning method treatment. Note Taking*. The researcher first explained the material to be studied and the researcher gave examples of obligations and rights at home and being a school member. After completing the research at the school, a few days later the researcher continued the research at Gerintuk Elementary School, the researcher gave *pre-test questions* before being given treatment. After finishing that day the researcher continued on another day to conduct the final research (*post-test*) by being treated with conventional methods. After the research had been carried out, the researcher immediately calculated the results of the *pre-test* and *post-test research* from the experimental class and the control class. At the time of research at the school, researchers found many problems, one of which was that many students did not understand the lessons that had been taught, and many students were also not serious when learning took place. There are also some students who are not fluent in reading, the teacher at the school tells how to guide students who are not fluent in reading. But there were also many students who were active in carrying out learning, whereas in the experimental class, namely SDN 2 Wakul, many students were very enthusiastic when researchers taught in class, many students asked questions and encouraged researchers to be able to complete this research well. In the control class, namely Gerintuk Elementary School, there were still some students who were active and were still shy about speaking. Researchers as much as possible guide students who are still not very active in class by telling stories about the life that researchers live, and we also take the time to play rhymes and rhymes so that students become more enthusiastic about participating in learning. After learning takes longer, it is conducive for students to understand more about the material that researchers have taught in class, students also ask lots of questions and can also give good responses according to their own understanding.

Based on the research results, the researchers get the result that the *Guide learning method Note Taking* influences students' understanding of concepts. Where is the lowest score in *the pre-test* the experimental class is 20 while the highest score in the experimental class *pre-test* is 60, then the lowest score for the experimental class *post-test* is 70, and the highest *post-test* the experimental class was 95. Furthermore, for the control class, the lowest score during the *pre-test* was 20 and the highest score in the control class *pre-test* was 50. As for *the post-test* control class, the lowest score obtained was 60 and the highest was 80.

In the early stages, students are given *treatment* using the *guided learning method note taking* in the experimental class, after being given further *treatment* the day after being given *treatment* in the experimental class, students were given the same test as giving the experimental class to the control class. In the control class, learning is carried out as usual, not using the *guide learning method note taking*. In the final stage after treatment, the experimental and control classes were given a post-test to see the differences between the control and experimental classes in students' understanding of concepts properly and correctly according to the desired indicators.

In the normality test, *the pre-test* and *post-test* scores for the experimental class and control class averaged > 0.05. The *pre-test* value in the control class was 0.14 while the *post-test value* was 0.18. The *pre-test* value in the experimental class was 0.20 while the post-test value was 0.07. So it can be concluded that the data is normally distributed.

data normality test, the *post-test homogeneity test was also carried out*, and the *pre-test* experimental class and control class with the help of *SPSS* at a significant level of 5%. Based on *pre-test* data analysis nor *post-test* on the experimental class and the control class obtained a result of 0.196 greater than 0.05 so the data is said to be homogeneous.

Then test the hypothesis using an *independent sample T-test* on *pre-test* and *post-test* experimental class and control class where if *asymp.* Sig. smaller than 0.05 then H_0accept and H_a reject, otherwise if *asymp* Sig greaterthan 0.05 then H_0r0 rejectednd $H_a$accepted. The results obtained are 0.00 less than 0.05 so it is H_0 accepted and H_a rejected.

Guide learning method *Note Taking* the understanding of the concept due to several things, the first is the *Guide learning method Note This taking* uses teaching materials (*handouts*). Teaching materials (*handouts*) contain material that is taharah, why did the researcher choose taharah material this material is very important to practice in life, and for this reason, it is necessary for students to understand the concepts and procedures contained in the material.

guide method *Note This taking* is made by the teacher and contains important points which are deliberately left blank for students to fill in when the teacher explains the subject matter. By using teaching materials (*handouts*) students become more active and participate in learning. The teaching materials already contain points about taharah material, and each student is required to fill in the blanks in the handout so that students can focus on the handout and complete it and describe it. Of course, this can make it easier for students to remember this taharah material because they don't just listen to the teacher's explanation, if they only hear it they will definitely forget easily, but here they also write down what the teacher said and then read it again, of course this can make students easily remember and understand the material they have learned.

The handouts or teaching materials are also used as student notes during the learning process, so that students produce complete and accurate notes, and students can understand and understand the taharah material that has been delivered by the teacher. In addition, handouts or teaching materials can also be used as a guide for students to direct their activities in the learning process because students do not only read but students are required to understand the material in the *handout*. Thus, students can express their ideas about the material on *the handout*. On the other hand, students can also develop by asking questions about points on *the handout* that they do not understand, so this allows students to understand learning.

This is also in accordance with what was revealed by Yurcham Jamil and Munoto, (2013: 905) where the advantages of using the *Guide* method are: *Note Taking*, among other things, is suitable for starting learning so that students will focus their attention on the terms and concepts that will be developed and related to the subject and then develop them into concepts or more concise thinking charts. Students who have accurate notes in their studies are expected to receive higher scores than students who only listen to teacher lectures and read texts without taking notes. Second, the *Guide learning method Note Taking* makes students more responsible for what they do. That is, students have the responsibility to complete and fill in the teaching materials (*handouts)* provided. To do this, students must be active and work hard so that the teaching materials (*handouts)* can be completed properly. According to Christian, et al (2012: 31) for using the *guided learning method note taking* students is more optimal in obtaining learning because apart from listening to the explanation from the teacher, students also have to fill in the blank points in *the handout* thus requiring students to be more responsible in doing their job. Thus students' understanding can also be assessed from responsibility, hard work, and results from filling in teaching materials (*handouts).*

CONCLUSION

Based on the results of the research, data analysis, and discussion, it can be concluded that the understanding of students' concepts achieved before being given treatment to the two sample groups (pre-test) is lower than after being given treatment (post-test) it can be concluded that there is a positive influence and significant in the application of the Guide learning method Note Taking the students' conceptual understanding of PPKN class III Cluster IV Praya material in Central Lombok.

Two-party t-test analysis using the Independent Sample T-test obtained results of 0.00 <0.05, which means that H 0 is rejected and Ha is accepted with the conclusion that there is a positive and significant influence between the Guide learning methods Note Taking the students' conceptual understanding of PPKN class III Cluster IV Praya material in Central Lombok.

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