

## VARIED METHODS CAN INCREASE STUDENT'S LEARNING ACHIEVEMENT IN LESSONS THEMES IN CLASS II ELEMENTARY SCHOOL 004 STUDY YEAR IV KOTO STUDY 2019/2020

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***Abstrak,** This study aims to improve student achievement in thematic lessons by using various methods. The approach used in this research is a qualitative and qualitative approach with an action research design. The research design is arranged in a cycle that is recycled including: planning, implementing, monitoring, reflecting. The results of studies and direct observations at the Pandalian IV Public Elementary School 004 Koto still use the lecture method in learning. Based on the data from the assessment results obtained by students from the first cycle to the second cycle, it can be seen that the score obtained by each student increased. And the results of the study indicate that the use of varied methods in thematic learning can improve the learning outcomes of grade II students at SD Negeri 004 Pandalian IV Koto.*

***Keyword :** Thematic, Varied Methods, Learning Outcomes.*

### I. INTRODUCTION

The teaching and learning process is a reciprocal relationship between teachers and students that takes place in an educational situation, where teachers are required to master and be skilled in delivering subject matter. Teachers in the teaching and learning process have an important role in determining the quality of students in the classroom.

In the implementation of Class II Thematic learning at SDN 004 Pandalian IV Koto in the 2019/2020 school year, especially on the theme of Events. After being examined, it turns out that student learning outcomes are still relatively low

from 25 students, none of the students who get a value range of 90-100 with a percentage of 0%, and students who get a score of 80-89 there are 3 people (12%), getting a score of 70-79 there are 6 people (24%), getting a score of 60-69 there are 4 people (16%), getting a score of 50-59 there are 7 people (28%) while <50 there are 5 people (20%). With KKM = 70.

Conditions that need to be overcome by improving learning through Classroom Action Research (CAR) which are expected to improve student learning outcomes are by using various learning methods.

According to Wardhani & Wihardit

(2012: 1.3) suggests that classroom action research is a translation of classroom action research, which is a classroom action research conducted in class. Action research is translated into action research.

The formulation of the problem in this study is whether the various methods can improve student achievement in thematic lessons in class II Public Elementary School 004 Pandalian IV Koto.

The purpose of this study is to improve student achievement in thematics in class II with various methods.

## II. METHOD

The research was conducted to solve learning problems in the classroom. This research also includes descriptive research, because it describes how a learning technique is applied and how the desired results can be achieved.

The research subjects were 25 people consisting of 13 male students and 12 female students.

Data collection was obtained through observation of simulation learning method processing, observation of student and teacher activities, and formative tests.

The research procedure consisted of two cycles and the stages were Cycle I and Cycle II.

## III. RESULT AND DISCUSSION

### a. Cycle I

At the first meeting, we discussed reading short texts with the correct intonation. Based on the results of the discussion between researchers and observers at the first meeting, that the teaching and learning process carried out on Tuesday, October 4, 2019 did not go as expected, because at the time the teaching and learning process was carried out, the teacher walked back and forth too much so that time was not used efficiently and learning is not in accordance with the time allocation that has been determined on the learning device.

Based on the weaknesses found in the learning cycle I, meeting 1, it was used as the basis for improving it at the second meeting. The action plan to correct the weaknesses in the first cycle is to manage the use of time properly so that learning is completed with a predetermined allocation.

Table. 1. Student Value Interval in Cycle I Meeting I

NO	Value Interval	Total Student	%	Ket
1	< 50	2	8%	Not Finished
2	50-60	11	44%	Not Finished
3	70-80	12	48%	Finished
4	90-100	0	0%	Finished

At the second meeting of the first cycle, learning begins by arranging student seats, inviting all students to pray

according to their respective religions and beliefs, greetings and asking students' attendance and condition. In this apperception activity the teacher asks questions about the material that has been studied previously.

Based on the weaknesses found in the learning cycle I, meeting 2, it is used as the basis for improving it at the next meeting. The action plan to improve the weaknesses in this meeting is to adjust group members based on the level of student intelligence.

Table. 2. Student Value Interval in Cycle I Meeting II

NO	Value Interval	Total Student	%	Ket
1	< 50	2	8%	Not Finished
2	50-60	8	32%	Not Finished
3	70-80	15	60%	Finished
4	90-100	0	0%	Finished

b. Cycle II

Based on the weaknesses found in the learning cycle II, meeting 1 was used as the basis for improving them at the next meeting. The action plan to correct weaknesses at this meeting is to give appreciation in the form of praise or small gifts (candies) to students who successfully answer.

Table. 3. Student Value Interval in Cycle II Meeting I.

NO	Value Interval	Total Student	%	Ket
1	< 50	0	0%	Not Finished

2	50-60	7	28%	Not Finished
3	70-80	13	52%	Finished
4	90-100	5	20%	Finished

At the last meeting, learning has proceeded as expected. Students already understand and are familiar with the learning steps, so there are not too many mistakes made. At the end of the activity the teacher gives appreciation for the work of students and is given homework to better understand the material to be taught so as not to forget quickly. So at this meeting the implementation of learning was good and as expected.

Table. 4. Student Value Interval in Cycle II Meeting II.

NO	Value Interval	Total Student	%	Ket
1	< 50	0	0%	Not Finished
2	50-60	0	0%	Not Finished
3	70-80	15	60%	Finished
4	90-100	10	40%	Finished

Based on research as has been carried out, when teachers deliver learning materials using various methods, it will feel more effective. This is evidenced by the increase in student learning outcomes before the repair. The increase in the value obtained by students is also supported by the increase in teacher activity in creating a more interesting learning atmosphere, the ability and insight of the teacher in

conveying information is getting wider because it is assisted by the teaching aids used.

The use of varied learning methods in this study has a positive impact in order to improve student learning outcomes. Using varied methods will eliminate student boredom in learning and can also generate enthusiasm and produce different interpretations from students, resulting in different understandings between students. one another, and this is a capital for students in exploring the potential of students.

#### **IV. CONCLUSION**

From the research on improvement of learning conducted by researchers, the following conclusions can be drawn:

1. Thematic Learning by using varied learning models can improve students' abilities.
2. Students' understanding of thematic subject matter using varied learning models has increased.
3. Student activities in thematic learning with varied learning models can emerge and develop.
4. Using a varied learning model can train and encourage teachers to continue to develop learning innovations so as to get rid of students' boredom in learning.

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