Improving Thematic Learning Outcomes Of Class Vi Students Through Power Of Two Learning At SD Negeri 013 Kunto Darussalam

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Abstract, This study aims to determine the use of The Power Of Two models in thematic learning can improve student learning outcomes in class VI SD Negeri 013 Kunto Darussalam. This research is a class action research (CAR) which is descriptive qualitative using a qualitative approach which is strengthened by a quantitative approach, taking the background of Negeri 013 Kunto Darussalam, while the object of research is to improve learning outcomes in thematic learning using The Power Of Two models. This research was conducted in two cycles and through four stages which included: (1) Planning, (2) Implementation, (3) Observation and (4) Reflection. Data obtained through observation, interviews, test work on questions and documentation. Data analysis was carried out using the results of cycle I and cycle II learning tests, the approach to cycle I showed that all learning activities had not been carried out well enough by students even though they had increased in cycle I compared to pre-cycle and were still at a low predicate, because the average percentage was still below 75%. Cycle II has shown satisfactory results both from student learning activities that have been in the predicate of sufficient, good and very good, while student learning outcomes have achieved an average of 86% with a classical percentage of 90% meaning that corrective action for the learning process is sufficient and meet the criteria.

Keywords : Interest in Learning, send greetings

I. INTRODUCTION

National Education is rooted in the culture of the Indonesian nation and based on Pancasila and the 1945 Constitution mandates efforts to educate the nation's life and for the government to strive and organize a system in national teaching that is regulated by law.

As a manifestation of these ideals, the National Education System Law No. 20 of 2003 has been issued which contains the educational objectives of "National Education aims to develop the potential of students to become human beings who have faith and piety in God Almighty, have a noble character, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens" (Majid, 2014).

To realize the national education goals, it is strongly influenced by the learning process in schools or educational

units, therefore teachers must be able to choose effective methods and strategies in the learning process so that learning objectives can be achieved properly.

Learning is a concept of two dimensions of activity (learning and teaching) that must be planned and actualized, and directed at achieving goals or mastering a number of competencies and their indicators as an illustration of learning outcomes. Basically, learning is a planned activity that conditions / stimulates a person to be able to learn well to fit the learning objectives. Therefore, learning activities will boil down to two main activities. First, how people perform behavior change actions through learning activities. Second, how people carry out the act of delivering knowledge through teaching activities. Thus the meaning of learning is an external condition of learning activities carried out by teachers in conditioning a person to learn (Majid, 2016).

Children are seen as one of the sources to determine what will be used as learning material so that children's basic abilities can be developed as optimally as possible. For this reason, it is necessary to learn how the child grows, develops and learns, what his needs are and interests. According to the progressive school the child is a unified whole, emotional and social development is as important as intellectual development.

In 1998 the Communision on Education for the Twenty-first Century submitted a proposal to UNESCO that lifelong education as a building supported by four pillars, in 1998, UNESCO launched the four pillars of education, namely: a) Learning to know, which also means learning to lear, that is, learning to acquire knowledge and to carry out further learning. b) Learning to do, that is, learning to have basic competencies in dealing with different situations and work teams. c) Learning to be, that is, learning to actualize oneself as an individual with a personality that has scales and personal responsibilities. d) Learning to life toghether, that is, learning to be able to appreciate and practice the conditions of interdependence, diversity, understanding and internal and inter-national peace.

Thus, the output of the educational process is a whole person with balanced excellence in spiritual, social, intellectual, emotional, and physical aspects as well as education that prepares students to obtain the happiness of living in a balanced way between world life and the hereafter, between personal life and common life. To be able to optimally harmonize the development of children's basic abilities, teacher creativity is needed to choose

alternative learning models that emphasize activities and creativity as well as children's characteristics so that the teaching and learning process is more effective (Majid, 2014).

Judging from the learning behavior of students, various problems will also be found. For example, there are students who are slow to understand the content of learning, there are students who cannot work in groups, there are students who are unable to make a conclusion to the problem, and various other problems. So diverse are the problems of students in learning, that learning experts develop various learning strategies. The existence of various learning problems and the availability of various learning strategies, demands the ability of a teacher to combine the learning strategies used with the characteristics of student learning models (Wena, 2014).

Therefore, researchers conduct Classroom Action Research (PTK) by using learning models to improve student learning outcomes in thematic learning that has an impact on the level of learning achievement achieved by students. One effective alternative to improve student learning outcomes in thematic learning is to use The Power Of Two type learning model.

Learning The Power Of Two is group learning that is used to strengthen the importance and benefits of synergy between two people where thinking together is much better than thinking alone (Zaini dkk., 2008). Based on the results of observations made by researchers on Thematic learning in class VI SD Negeri 013 Kunto Darussalam shows that the learning process has not run optimally. This is obtained from pre-cycle data conducted by researchers on initial observations, showing that student learning outcomes in pre-cycle have not reached the limit of minimum completion criteria. Where in the pre-cycle learning outcomes of the total number of students totaling 20 people, only 35% or as many as 7 students achieved minimum completion. So that students who have not been completed in this thematic learning process are 13 people or 65%.

Thus, the data shows that student learning outcomes in pre-cycle have not reached the minimum completion limit. This is due to several factors. From the teacher factors: (1) teachers do not involve students in learning, (2) teachers are less innovative in using learning models (3) teachers have not used learning media optimally. From the student factors: (1) students are less enthusiastic in learning, (2) students are less active in learning, (3) students are easily bored during learning. So this greatly affects student learning outcomes. To solve these learning problems, researchers established

alternative actions to improve learning outcomes using The Power Of Two learning model. From the background description of the problem, the researcher conducted a class action research with the title "Improving Thematic Learning Outcomes of Class VI Students through Power Of Two Learning at SD Negeri 013 Kunto Darussalam".

The Power Of Two (the power of two heads) includes part of cooperative learning. The power of two type cooperative learning model is one of the learning models in small groups by fostering maximum cooperation through learning activities with two-person members. This power of two type cooperative learning model is designed to maximize collaborative learning (together) and minimize the gap between one student and another. Learning the power of two is group learning that is used to reinforce the importance and benefits of synergy between two people where thinking together is much better than thinking alone (Zaini dkk., 2008).

According to Tampubolon, (2014) It is further stated that the cooperative learning model of The Power Of Two type (the power of both) is part of cooperative learning, that is, learning in small groups by fostering maximum cooperation through learning activities by one's own friends with two members to achieve basic competence.

Learning the power of two can be implemented through several steps in learning. Based on the steps of the power of two type cooperative learning model (Zaini dkk., 2008), the steps of the power of two type cooperative learning model can be developed as follows:

1) Step 1

The teacher conveys all the learning objectives to be achieved in the learning and motivates the learners to learn.

2) Step 2

Teachers convey information to learners by demonstration or through reading materials.

3) Step 3

The teacher creates problems, in the learning process the teacher gives one or more questions to students who need reflection. Then learners are asked to reflect on and answer questions individually.

4) Step 4

After all the learners have completed the answers, the teacher divides the learners in groups in pairs and then asks the learners to share with their partners and create new answers.

5) Step 5

When all couples finish writing new answers, the teacher asks learners to compare the answers from each pair to the other.

6) Step 6

When all the pairs have written new answers compare the answers of each pair in the class. Then after comparison, the teacher together with the learners concludes the learning material.

7) Step 7

Teachers reward both individual and group efforts and learning outcomes.

Thus, it is concluded that the cooperative learning model type The Power Of Two is a group learning model of two people in each group, where each student solves a problem or answers a question individually and draws a conclusion of answers in pairs and compares the answer with other groups to get a conclusion in solving the problem.

The advantages of *the power of two* learning model according to Ihwanah, (2016) are as follows:

1. Students can increase confidence in their own thinking skills, find information from various sources and learn from other students.
2. Develop the ability to express ideas or ideas in words verbally and by comparing the ideas or ideas of others.
3. Helping children to be able to cooperate with others, and be aware of their limitations and accept all their shortcomings.
4. Helping learners to learn to be responsible in carrying out their duties.
5. Increase motivation and provide stimulation to think.
6. Improve academic achievement as well as social skills.

The weaknesses of *the power of two* learning model according to (Ihwanah, 2016) are as follows:

1. It takes a long time to facilitate learners to express differences of opinion.
2. It can make learning less conducive because of the division of groups in pairs and *sharing* between couples.

Thematic learning is a learning pattern that integrates knowledge, skills, creativity, values and learning attitudes using themes. Thematic learning is thus "integrated or integrated learning" involving several subjects even across clusters of subjects tied up in specific themes. This learning involves several basic competencies, learning outcomes, and indicators of a subject or even several subjects. This integration in learning can be

seen from the aspect of process or time, curriculum aspect, and teaching and learning aspect. The application of a thematic approach in learning opens up a wide space for students to experience a more meaningful, memorable, and enjoyable learning experience. (Departemen Agama, 2006).

According to Poerwanto in (Rusman, 2013) in its implementation, this thematic learning approach departs from a theme chosen and developed by the teacher and students by paying attention to its relationship with the content of the subject. A theme is the subject of thought or idea that is the subject of conversation. The purpose of this theme is not only to master the concepts in a subject, but also its relationship with concepts from other subjects.

The existence of this theme will provide many advantages, including: 1) students can easily focus on a certain theme, 2) students can learn knowledge and develop various basic competencies between subjects in the same theme, 3) understanding of the subject matter is more in-depth and memorable, 4) basic competencies can be developed better by associating other subjects with students' personal experiences, 5) students are more able to feel the benefits and meaning of learning because the material is presented in the context of a clear theme, 6) students can be more passionate about learning because they can communicate in real situations, to develop an ability in one subject while studying another subject, 7) teachers can save time because the subjects presented in an integrated manner can be prepared at once and given in two or three meetings, The rest of the time can be used for remedial, solidifying, or enrichment activities.(Rusman, 2013)

According to Latif, et al (2013) in (Johni, 2016) explain the principles of thematic learning as follows:

a. Themes should relate directly to actual life experiences, and build on what they already know.

b. Each theme should present concepts to the child, so that the child discovers further at a higher level.

c. The theme must be supported by accurate sources.

d. Each theme must be able to build all children's mental abilities in an integrated manner, namely attending, listening, observing, remembering , and recalling.

e. Learning activities in the area through direct experience with real objects so that children can carry out experiments, manipulations and cooperation.

f. The activities provided must involve all aspects of the development and growth of the protégé.

g. Each theme can be revised and adjusted to the characteristics of the child.

When compared to conventional learning, thematic learning has several advantages, including: 1) learning experiences and activities are very relevant to the level of development and needs of children of primary school age, 2) the activities selected in the implementation of thematic learning depart from the interests and needs of students, 3) learning activities will be more meaningful and memorable for students, so that learning outcomes can last longer, 4) help develop students' thinking skills, 5) present pragmatic learning activities according to the problems that students often encounter in their environment, and 6) develop students' social skills, such as cooperation, tolerance, communication, and responsiveness to the ideas of others.

In addition to the advantages mentioned above, learning is very important to be applied in elementary schools because it has many values and benefits, including: 1) by combining several basic competencies and indicators and this subject will be saved, because the overlap of the material can be reduced or even eliminated, 2) students can see meaningful relationships because the content / learning material plays more of a role as a means or tool, not the end goal, 3) learning is not fragmented because students are equipped with a more integrated learning experience as well, 4) provide application from the real world, so as to increase the opportunity for learning transfer (transfer learning), 5) with the mixing between subjects, the mastery of learning materials will be better and increase.

Learning is a process that must be carried out by learners and is characterized by the presence of alterations in cognitive, affective and psychomotor aspects. So, the indication of someone who has carried out learning activities, in a student there will be changes in these three domains. The level of achievement in these three domains is largely determined by the quality of the relationship between educators and learners. In terms of the relationship of this learning process, the role of the educator is very important, namely, as:

1) Manager.

The role of a manager/ manager, educators must be able to create learning strategies that allow a good relationship between educators and students.

2) Facilitator.

As facilitators, educators must facilitate learners in the form of tools,

media, and learning resources necessary for learning.

3) Moderator.

As a moderator, educators must be able to manage the learning process properly, so that it is hoped that student learning outcomes will be maximized.

4) Motivator.

As a motivator, educators must be able to provide motivation / stimulation to students, both through an interesting learning approach, the use of appropriate media and learning resources, and professional appearance.

5) Evaluators.

As an evaluator, educators must be able to carry out assessment activities on student learning outcomes objectively, validly, and reliably (Johni, 2016).

Student learning outcomes are abilities obtained by children after going through learning activities. Because learning itself is a process of a person seeking to acquire some form of sedentary behavior change. In learning activities or instructional activities, teachers usually set learning goals. Children who are successful in learning are those who succeed in achieving learning goals or instructional goals.

To find out whether the learning outcomes achieved are in accordance with the desired goals can be known through

evaluation. Evaluation is the process of using information to make consideration of how effectively a program has met the needs of students. In addition, by conducting this evaluation or assessment, it can be used as feedback or follow-up, or a way to measure the level of student mastery. The progress of student learning achievement is not only measured by the level of mastery of science, but also attitudes and skills. Thus, the assessment of student learning outcomes includes everything learned in school, be it regarding knowledge, attitudes, and skills related to the subjects given to students (Ahmad Susanto, 2016).

Based on the explanation above, it can be concluded that learning outcomes are changes in behavior experienced by learning objects in one interaction with the environment. In teaching and learning activities, after experiencing learning, students change their behavior compared to before. Learning is carried out to strive for changes in behavior in individuals who learn.

The learning outcomes achieved by students are the result of the interaction between various influencing factors, both internal and external factors. In detail, the description of internal and external factors, as follows:

1) Internal factors; Internal factors are factors that originate from within the learner, which affects their learning ability. These internal factors include: intelligence, interest and attention, learning motivation, perseverance, attitude, study habits, as well as physical condition and health.

2) External factors; External factors are factors that come from outside the student who affect learning outcomes, namely family, school, and community. Family circumstances affect student learning outcomes. Families that are struggling with economic conditions, husband and wife quarrels, lack of parental attention to children, and daily habits of misbehavior from parents in daily life have an effect on student learning outcomes (Ahmad Susanto, 2016).

In principle, the disclosure of ideal learning outcomes covers the entire pesicological realm that changes as a result of the student's experience and learning process. The main key to obtaining measures and data on student learning outcomes is to know the outline of indicators associated with the type of achievement to be achieved, assessed, or measured. The indicator of learning outcomes according to Benjamin S Bloom with taxsonomy of education objectives divides the purpose of education into three domains, namely the cognitive realm, namely everything related to the brain and intellectual, the affective realm, namely everything related to attitudes, and the pesicomotor realm is something related to movement or speech both verbal and non-verbal.

II. RESEARCH METHODS

This class action research is carried out in the 2021/20 22 school year in semester 2. And research time refers to the school's academic calendar, because Classroom Action Research requires several cycles that require an effective teaching and learning process in the Classroom.

A draft of action is any plan that will be implemented by a researcher in a study to solve a problem under study. The design used in this study is a *classroom action research* (PTK) design. The scope is in-class learning carried out by teachers and students to make improvements and have an impact on improving student learning outcomes. In the concept of PTK consists of four stages, namely: planning, implementation, observation and reflection. This class action research is characterized by continuous change. The cycle is tailored to the needs in improving learning outcomes. If there is an increase in

accordance with the expected indicators, the cycle can be stopped even if it is still in the second cycle. The cycle can also be stopped if it is felt that there is no improvement in learning outcomes in each stage that has been passed so that it reaches a level of saturation.

The practical steps for implementing PTK can be described clearly and easily understood. There are four main parts of PTK, namely: planning, implementation, observation and reflection. These activities are called problem-solving activity cycles. If one cycle has not shown signs of change towards improvement (quality improvement), research activities are continued in the second cycle, and so on until the researcher gets an increase in student learning outcomes in class VI SD Negeri 013 Kunto Darussalam.

Data collection techniques are the most important step in research, because the main purpose of research is to obtain data. Valid and complete data largely determine the quality of the study. In this study, researchers used observation, test and documentation techniques, along with explanations of the three techniques:

1) Observation techniques

The definition of observation in the context of data collection is the action or process of taking information, or data through the medium of observation. In making these observations, researchers use the main means of the sense of sight. Through the observation of one's own eyes, a teacher is required to make observations of the actions and behaviors of respondents in the classroom or at school. A structured observation is an observation that has been systematically designed, about what will be observed, when and where it is. Unstructured observation is an observation that is not systematically prepared about what will be observed (Sugiyono, 2008). In this study, researchers made observations during the learning process, observations were made about the activities of students and teachers during learning.

2) Interview Techniques

An interview is a data collection technique to get information extracted from a data source directly through conversation or question and answer.

3) Test technique

The test is used to obtain data on student learning outcomes (Kunandar, 2008). In this study, the Test was used to see the extent of students' observations on the material about obligations, rights and responsibilities as citizens through the model of learning the power of bedua (The Power Of Two). Students are given an initial test before the learning takes place which aims to find out the initial abilities that students have. After conducting the

learning, students are given a cyclical test to collect data on student learning outcomes.

4) Documentation

According to Sugiyono, (2008) document is a record of events that have passed, a document can be in the form of writings, drawings or monumental works of a person. The method of documentation is to find data about things or variables in the form of notes, transkip, books, newspapers, magazines, inscriptions, meeting minutes, agendas and so on (Suharsimi, 2013). In this study, researchers used documentation techniques obtained from the Learning Implementation Plan (RPP), syllabus, and student learning outcomes documents.

According to Nasution in sugiyono, the analysis has been started since formulating and explaining the problem, before jumping into spaciousness, and continues to write the results of researchers, but in this study, data analysis is more focused during the process in the field along with data collection (Tarsito, 2014).

In quantitative research, the data analysis techniques used are clear, that is, they are directed to answer the formulation of problems or test hypotheses that have been formulated in the proposal. Because the data is quantitative, the technique of data analysis uses statistical methods that are already available. Data analysis in the study, carried out at the time of data collection, and after completion of data collection in a certain period.at the time of the interview, the researcher has already analyzed the answers that have been interviewed. If the answers that have been interviewed after analysis are not satisfactory, then the researcher will continue the question again, until a certain stage, obtained data that is considered credible.

Huberman & Miles, (2002), stated that the activity in data analysis is carried out interactively and lasts continuously until it is complete, so that the data is saturated.

The stage after that is collecting. Data collection in this study analysis was carried out by researchers from the beginning on every aspect of the researcher's activities at this stage the researcher used interactive analysis consisting of:

1) Data reduction

Reducing data means summarizing, choosing the main things, focusing on the things that matter, looking for patterns and themes. Thus the reduced data will provide a clearer picture, and make it easier for researchers to carry out subsequent data collection, and search when necessary. Data reduction can be helped by electronic equipment such as mini-computers, by providing codes on certain aspects.

2) Display data

After the data is reduced, the next step is the presentation of the data. In quantitative research, this study can be done in the form of tables, graphs, phie cards, pictograms and the like. It is arranged in a relationship pattern, so it will be easy to understand. In research, the presentation of data is based on narrative, graph matrices, network and cahrt data, in the presentation of uppercase and lowercase letters, and numbers are arranged into sequences so that their structure can be understood.

3) Conclusion drawing

The third step in data analysis according to miles and huberman is drawing conclusions and verification. The preliminary conclusions put forward are still temporary, and will change if no solid evidence is found to support them at a later stage of the data. The improvement or change that occurs is carried out gradually starting from the temporary conclusion drawn at the end of cycle I and revised in cycle II and the final conclusion in cycle III (Sugiyono, 2008).

In this data analysis, the author will take data on the results of student activity observations on the observation results of data calculated through:

$$\text{Persentase respon siswa} = \frac{A}{B} \times 100\%$$

Where : A = proportion of students who voted (active)

B = Number of students (overall)

With the assessment :

90-100 = Excellent

80-89 = Good 5-79 = enough

60-69 = Less

50-59 = Need guidance

While the results of observations of teacher activities are given the following grades (Trianto, 2010):

1= not good enough

2= good enough

3= good

4= very good

5= very good

$$\text{Persentase (\%)} = \frac{Jumlah\ Skor\ Yang\ diperoleh}{Skor\ Maksimal} \times 100\%$$

The test result data that has been obtained are then analyzed using quantitative description analysis techniques. The test results are used to find out how much the student's ability to solve questions in class VI in thematic learning theme 7 subtheme 1, in each cycle the test results are sought for the value of learning completion and the percentage of student learning completion for each cycle.

According to (Sudjana, 2006) to find the average score of all students in one class using the following formula:

$$X = \frac{\sum X}{n}$$

Information:

X = average value

$\sum X$ = sum of all student grades

n = total number of students

From the data on student test results in each cycle, the results of the percentage of student learning completion will be known, then from these data obtained in each quantitative descriptive analysis cycle by calculating percentages. Quantitative data analysis consists of an analytical process to determine the test of learning outcomes. A person is said to have completed individual learning if he has reached a score of 75 (KKM). The formula used to determine the completeness of individual learning is as follows:

$$S = \frac{R}{n} \times 100\%$$

Information:

S = Individual learning completion value

R = Number of correct answers per student

N = Number of question items

III. RESULTS OF RESEARCH AND DISCUSSION

Based on the data obtained from the results of observations, interviews and learning outcomes tests, it can be seen that the model "The Power Of Two" can improve student learning outcomes in thematic learning theme 7 subtheme 1. This research was carried out in II cycles, cycle I was carried out with two meetings with an allocation of learning time of 5 X 35 minutes where this time was carried out as well as possible by researchers who would carry out the cycle properly, cycle II was also carried out with two meetings with a time of 5 X 35 minutes where at the end of each meeting or the end of the cycle there was an evaluation question in the form of questions carried out individually. Learning outcomes are shown in the score of grades obtained in each cycle. The student learning outcomes at the end of cycle I and cycle II are as follows:

1. The results of the final evaluation of student learning in the first cycle show that there are still 10 people (50%) whose scores have not reached KKM and there are 10 students who have reached KKM (50%).

2. The results of the final evaluation of learning cycle II showed 2 students (10%) whose scores had not reached KKM and 18 students (90%) had reached KKM. The results of the evaluation of the final learning cycle I and cycle II when viewed from the diagram are as follows:
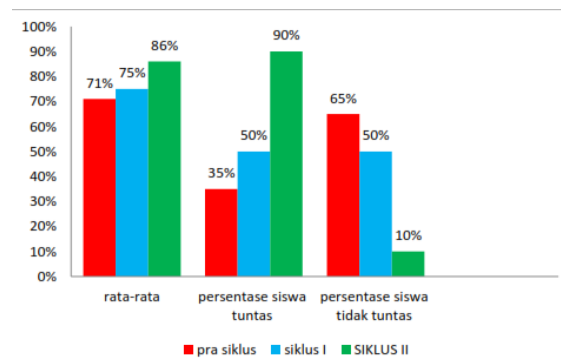
Gamber 1 Learning Outcomes Graph Each Cycle

Based on the figure, it can be seen that there is a very significant difference in the results of the number of student success percentages from pre-cycle, cycle I and cycle II there is a step-by-step increase in each cycle. Thus, the minimum completion criteria (KKM) in class VI thematic learning at SD Negeri 013 Kunto Darussalam on theme 7 sub-theme 1 can be said to be successful. This is also supported by the results of research by Nurbaini (2020: 6).

After applying the power of two type cooperative learning model in cycle I, student learning outcomes increased with an average number of 73.2. Meanwhile, in cycle II, it increased again with an average assessment of 87.3. The increase in student learning outcomes from basic scores to cycle I tests, and cycle II tests shows that the power of two type cooperative learning model can improve student social studies learning outcomes.

Therefore, it can be concluded that in class action research with two cycles on the application of the power of two type cooperative learning model, it shows that student learning outcomes in class VI thematic learning at SD Negeri 013 Kunto Darussalam can increase until they reach the completion criteria at the end of cycle II.

Meanwhile, the recapitulation of student activities in the learning process in each cycle can be seen in the following table:

Table 1. Activity Percentage of Student Activity Cycle I and Cycle II

No	Activities	Cycle I	Cycle II
1	Pay attention to the	45%	90%
2	Answering the teacher's questions, asking questionsand giving opinions	40%	85%
3	Students make observations, making their observations using their own	70%	95%
4	Students interact with sesame and are more active, creative as well as	60%	95%
5	Solve problems in groups.	70%	80%

From the analysis of student activities using The Power Of Two model, it can be seen that student learning activities increase every cycle, this shows that the delivery of The Power Of Two learning model is easier to understand and can facilitate absorption of learning materials.

It can be seen that during the two cycles of student activity has increased in each meeting. The increase in student activity at each meeting of cycle I and cycle II occurs because students have understood the steps of the power of two type cooperative learning model. In addition, students also follow every direction and guidance from the teacher during the learning process, so as to create a conducive learning situation. With the increase in student activities at each meeting, it will also have an impact on increasing student learning outcomes (Sauri dkk., 2020).

Therefore, it can be concluded that class action research (PTK) by applying The Power Of Two type learning model to thematic learning in class VI SD Negeri 013 Kunto Darussalam can increase student learning activities in each cycle, which will certainly have an influence on improving student learning outcomes.

outcomes and provide variations in teaching methods that make students actively enthusiastic when participating in learning. It can be seen from the increase in student learning outcomes obtained in each cycle, during the pre-cycle or before the action of the average score of 71 students with the number of successful students 7 students (35%) of the total number of students who participated in the learning process as many as 20 students. Then after the first (first) cycle of action, the average score of students is 75 with the number of students who succeeded 10 people (50%) of the 20 students who participated in the learning process. And increased again in cycle II (second) with an average score of 86 and the number of students who succeeded 18 students (90%) of the 20 students who participated in the learning process, so that in this cycle II student learning outcomes have reached the criteria of completion.

IV. CONCLUSION

With the application of the learning model The Power Of Two can improve student learning outcomes in thematic subjects of class VI Negeri 013 Kunto Darussalam and it is highly recommended to the homeroom teacher who teaches to use The Power Of Two learning model because it can significantly improve student learning

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