

ARTICLE

(Improving Student Learning Outcomes Using Cooperative Learning Model Type Example Non Example With Media Quiziz In Integrated Thematic Learning Class V SDN 26 East Freshwater Padang City)

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ABSTRACT

This research is motivated by the results of observations where the learning problems of students in integrated thematic learning have low student learning outcomes. This is because students feel bored and sleepy when learning takes place, lack of critical thinking skills, tend to be slow in capturing the material provided, and lack of discussion between students. This study aims to *describe the increase in student learning outcomes in thematic learning using the Example Non Example cooperative model with Quiziz media in Integrated thematic learning for Class V SDN 26 Air Tawar Timur, Padang City. This research is a classroom action research (CAR) using two types of approaches, namely a qualitative approach and a quantitative approach. The subjects in this study were teachers and students of class V, totaling 26 people.*

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1. Introduction

This research is backgrounded by the results of observations where student learning problems in integrated thematic learning are low in student learning outcomes. This is because students feel bored and sleepy during learning, lack of critical thinking skills, tend to be slow in capturing the material provided, and lack of discussion between students. This study aims to describe the improvement of student learning outcomes in thematic learning using the *Example Non Example* type *Cooperative* model with *Quiziz*.

On Integrated Thematic Learning Class V SDN 26 East Freshwater Padang City. This research is a class action research (PTK) using two types of approaches, namely qualitative approach and quantitative approach. The subjects in this study were teachers and students of class V totaling 26 people. The research was carried out in two cycles, in each cycle there were four stages are planning, implementing, observing, and reflecting.

Data collection techniques use observation sheets, tests, and non-tests. The results showed: a) RPP assessment in cycle I 88% (good) then in cycle II 95% (Excellent). assessment of teacher aspects in cycle I 84% (good) then in cycle II 95% (Excellent). assessment of aspects of learners in cycle I 82% (Good) then in cycle II 95% (Excellent) Learning Outcomes Learners cycle I obtained an average of 79.8 and cycle II 87. Based on the results of the study, it can be concluded that the Example Non Example type Cooperative model can improve student learning outcomes in integrated thematic learning in class V of SD Negeri 26 Air Tawar Timur Kota Padang

2. Experimental

The learning applied to the 2013 curriculum is integrated thematic learning from class I to class VI where learning is connected to a theme that functions as a binder. According to (Monica, A., & Zuardi, 2020) the 2013 curriculum emphasizes the improvement of the balance of soft skills and hard skills which includes aspects of attitudes and skills. Integrated thematic learning is learning that is applied to the 2013 curriculum in elementary schools (Desyandri, D., & Maulani, 2020).

The 2013 curriculum is implemented in every learning at all grade levels in elementary schools (Akbar, et al, 2016). Subjects such as Science, Social Studies, PPKn, SBdP, and Indonesian are integrated into one theme. The purpose of integrated thematic learning is to provide youth for students and improve the teaching and learning process so that they are creative in understanding and exploring the concept of material incorporated in the theme and can increase the enthusiasm for learning because the material studied is real and meaningful material for students (Rusman, 2015).

2.1 Figure Properties

The approach used in the research at SDN 26 Air Tawar Timur Padang is a qualitative and quantitative approach. According to Mantra in (Rukajat, 2018) "qualitative approach is a research procedure that produces descriptive data in the form of words written as well as spoken words of people

people and observed behavior". According to (Emzir, 2015) explains that the quantitative approach is: A research approach that primarily uses the paradigm postpositivist in developing science (such as thoughts about causation, reduction to variables, hypotheses and specific questions) Using measurement and observation and theory testing, using research strategies such as experiments and surveys that require statistical data. The type of research used in this study is class action research (Classroom Action Research).

Classroom action research is practical research intended to improve classroom learning. This research is an effort by teachers or practitioners in the form of various activities carried out to improve or improve the quality of learning in the classroom (Miaz, 2015)

The subjects of this study are Teachers and Students of Grade 5 Semester I SDN 26 Air Tawar Timur Padang, Academic Year 2022/2023. With the number of students 25 people consisting of 12 female students and 13 male students. As for those involved in this research, researchers as practitioners in class V of SDN 26 Air Tawar Timur Padang

3. Results and discussion

The results of integrated thematic learning research with the Example Non Example model in class V SDN 26 East Freshwater Padang City in cycle I are included in the good criteria, But there are still some descriptors that have not yet appeared.

In the aspect of indicator formulation, it must be able to measure competence and be adjusted to the aspects to be achieved by paying attention to the use of operational verbs derived from basic competencies. (Ngalimun., 2017) argues that indicators of competency achievement should be formulated using observable and measurable operational verbs that include aspects of knowledge, attitudes, and skills.

In the aspect of learning material, the development of the subject matter has not been detailed and clear, and has not been in accordance with the characteristics of the learners, so that students have not understood and accepted the subject matter well. According to Mulyawati (in Thariq, et al, 2020) one of the characteristics of students is to have uniqueness in each individual, both from their initial ability, speed of mastering the material, and learning style. Then (Majid, 2014) said that learning materials in rpp must be developed in detail, systematically, and clearly even if necessary teachers can develop it to become books for learners to use. In addition, in (Ngalimun., 2017) the learning material should contain relevant facts, concepts, principles, procedures and be written in the form of descriptions in accordance with the indicators to be achieved. can feel directly from the material.

3.1 Submission Process

Based on the results of the RPP assessment in the first cycle, an average value percentage of 88% was obtained, including in the good krtieria (B) The results of integrated thematic learning research with the ExampleNon Example model in class V of SDN 26 East Freshwater, Padang City in cycle I have gone well, but there are still some shortcomings that arise because of the incompatibility of planning with the implementation of Learning carried out in accordance with the steps of the Example Non Example type cooperative model. Suprijono (2016) namely: 1) Teachers prepare drawings that are in accordance with the learning objectives; 2) The teacher pastes the image on the board or is shown through infocus; 3) The teacher instructs and gives the students the opportunity to pay attention/analyze the image; 4) Through discussion

groups of 2-3 students, the results of the discussion of the analysis of the figure are recorded on paper; 5) Each group was given the opportunity to read out the results of the discussion; 6) Starting from the comments / results of student discussions, the teacher begins to explain the material according to the goals to be achieved; 7) Conclusion.

Based on the results of the assessment of teacher aspect activities in cycle 1, a percentage of 84% was obtained including the good criteria (B) Learning outcomes are used to determine the level of ability of students. With the learning outcomes of these students, they will measure The extent to which learners master

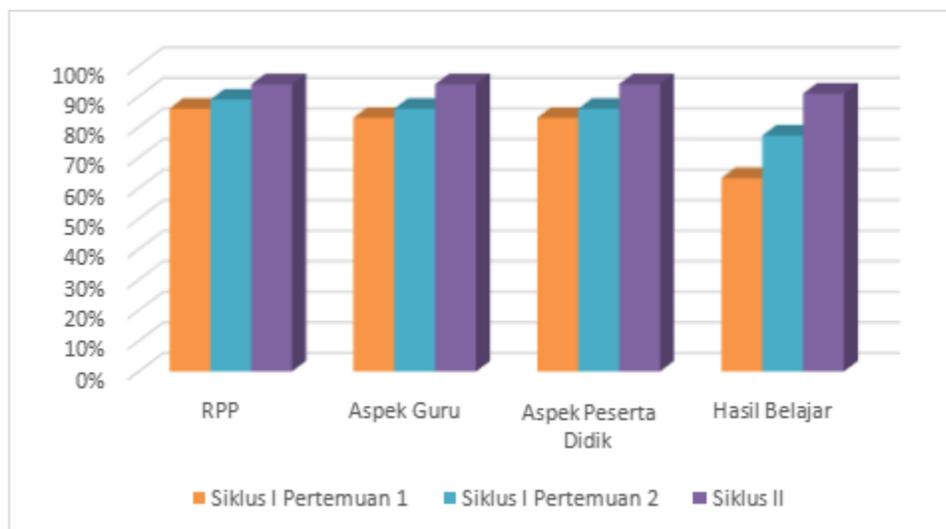
The learning outcomes of students in the aspects of knowledge and skills in cycle 1 were obtained on average 82 with a percentage of completeness of 62%. As for the students who are complete on this cycle I numbered 16 people and who 10 students were not completed.

Siklus II

Learning Planning The results of integrated thematic learning research with the Example Non Example model in class V SDN 26 East Freshwater Padang City in cycle II already included in the good criteria, but there are still some descriptors that hasn't appeared yet. In the aspect of learning material, the development of the subject matter has not been detailed and clear, so learners have not understood and received well the subject matter. Teachers should be able to develop material clearly and in detail, so that the material presented to students is conveyed optimally

Based on the results of rpp assessment in cycle II, an average value percentage of 92% was obtained, including in the very good krtiteria (SB). The results of integrated thematic learning research with the Example Non Example model in class V SDN 26 East Freshwater Padang City in cycle I has gone well, but there are still some shortcomings that arise in the incompatibility of planning with the implementation Based on the results of the assessment of teacher aspect activities in cycle II, a percentage of 95% was obtained including the criteria for excellent S(B) and the results of the assessment of student aspect activities in cycle II obtained a percentage 95% is included in the excellent criteria (SB)

Learning outcomes are used to determine the level of ability of students. With the learning outcomes of students, this will measure the extent to which students master the subject matter. According to Susanto (2016: 5) "learning outcomes are changes that occur in students, both regarding cognitive, affective, and psychomotor aspects as a result of learning activities" Student learning outcomes on the aspects of knowledge and skills in cycle 2 were obtained on average 87 with a percentage of completeness of 88%. The students who were completed in cycle II were 23 people and the incomplete ones were 3 people. According to Vera (2020) in terms of results, the learning process is said to be successful if there is a positive behavior change in students in whole or most. Based on the data from the research results in cycle II, it has been carried out well. Researchers and class V teachers concluded that the implementation of the study on cycle I and cycle II has been well implemented and teachers have successfully used the Example Non Example type Cooperative model to improve learning outcomes in integrated thematic learning.



4. Conclusion

Thus, the implementation of the research was sufficient in cycle II, this decision was based on the agreement of the researcher with the class V teacher of SD Negeri 26 Air Tawar Timur Kota Padang as an observer. After observing the results obtained, the researchers concluded that improving student learning outcomes in integrated thematic learning using the Example Non Example type Cooperative model has been carried out very well. Improved student learning outcomes

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