The Use of Word Square Learning Model to Improve Student Learning Outcomes in Theme 6 Lessons in Class III of Elementary School 054938, Langkat Regency

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ABSTRACT

Research is to determine student learning success before using the Word Square learning model for class III students at SD Negeri 054938 Langkat Regency. to determine student learning outcomes using the Word Square learning model for class III students at SD Negeri 054938. This research uses the PTK approach. The results of this research show that observations for the pretest showed that there were 22 students who had not completed it or 88% and 3 students who had completed it or 12%. The success of student learning using the Word Square learning model in cycle I did not meet the KKM standards, where 10 students met the KKM scores, and 15 more students did not meet the KKM. The success of students' learning using the Word Square model in cycle II has met the KKM standards, where 23 students have met the KKM score, and 2 more students have not met the KKM score. From the calculation results, the first cycle average was 67.2 and the second cycle average was 85.6. So that student learning success is obtained at 92%. This means that class III of SD Negeri 054938 Langkat Regency experienced an increase in learning success to the high category because it was >85%.

Keyword: Learning Model; Learning Outcomes Word Square; Word Square Learning Model; Improve Student Learning Outcomes

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1. INTRODUCTION

Teachers and Education are two interrelated aspects. In a broad sense, Education includes all actions and efforts of the older generation to transfer knowledge, experience, skills and abilities to the younger generation as an effort to prepare them to fulfill their life functions both physically and spiritually. According to Sujana (2019, 29) said "Education is an effort to help the souls of students both physically and mentally, from their natural characteristics towards a better human civilization, Based on the description above, it can be concluded that education is an effort to prepare and equip the younger generation with knowledge, experience and abilities in solving problems whose processes take place from birth to death, both physically and spiritually. In addition to having to master teaching materials or teaching materials, teachers also need to know how to deliver the teaching materials. Teachers must also understand the characteristics of students who receive the subject matter. Teachers have the task of choosing strategies, approaches, methods, or models that are in accordance with the material and learning objectives to be conveyed. based on the results of observations at SD 054938, teachers in providing lessons still use conventional methods, namely the lecture method, so that students feel bored and tired of receiving lessons given by teachers, especially thematic lessons.

Given the importance of students' understanding of the material as a support for student learning outcomes, teachers must strive to make changes that aim to improve the quality of learning activities by making improvements, especially improvements regarding the learning process carried out by teachers in teaching. One way that teachers can do to overcome this problem is to apply a learning model that can make students active with the aim of improving student learning outcomes. The learning model currently known by researchers is the word square learning model. Because the word square model can make students actively

involved in the competition so that it can make students enthusiastic in the learning process, able to think critically, rationally, and creatively and teach students responsibility to do their best for their group.

In addition, the word square model can train students' reading skills and accuracy, because in this method students are required to find answers or words related to the questions given by the teacher, then students find words from several distractor letters from the existing box. Therefore, teachers must be able to program a number of selected questions that can stimulate students to think effectively. Students must understand the lesson material delivered by the teacher during the learning process, because the word square learning model requires basic knowledge from students. So that in the end students are able to work on LKS in the form of word squares. The word square learning model can also foster student participation, a sense of responsibility, critical attitude, thoroughness and creativity in learning and ultimately improve student learning outcomes.

2. RESEARCH METHOD

This type of research is classified as action research. In this case, because the subject to be studied is a group of students in the class, the type of research used is classroom action research. The research is planned to be carried out at SD Negeri 054938 Jalan Piturah Paya Glugur, Sei Lepan District, Langkat Regency. This research was conducted from November to January 2024. The subjects in this study were 25 students of grade III of SD Negeri 054938, with details of 8 males and 17 females.

The object of this Classroom Action research is the ability of students' learning outcomes towards the learning process of Theme 6, Use of the Word Square Learning Model. In carrying out a Classroom Action research, the research must follow certain procedures that guide researchers to carry out research activities in a systematic/coherent manner. This research was carried out directly in the classroom including PTK activities in the form of initial reflection and observation to identify problems that occur in the class. The steps of classroom action research are carried out in several cycles, each cycle consisting of four stages, namely planning, implementation, observation, and reflection.

3. RESULTS AND DISCUSSION

A. *Results*

This research was conducted at SD Negeri 054938 Paya Glugur, Alur Dua Village, Sei Lepan District in class III (Three). Students in class III (Three) are divided into 2 (two) classes, namely class III (Three) A and class III (Three) B. The research was conducted in one of the classes, namely class III (Three) A. The number of students in class III (Three) A is 25 people, consisting of 8 boys and 17 girls. The facilities and infrastructure in the classroom consist of a whiteboard, cupboard, markers and erasers, teacher's desks and chairs.

The research was carried out according to the time that had been determined based on the results of discussions between researchers and collaboration partners (class teachers) on June 5, 2024. The data obtained through the research were empirical data (observed) that had certain criteria, namely valid. This research is equipped with an observation sheet that aims to observe student behavior during learning. Learning is presented by establishing a word square learning model to improve the learning outcomes of class III (Three) A students in the even semester of the 2023/2024 Academic Year.

This research was conducted in 2 cycles. The research process carried out by researchers using the word square learning model in this study was carried out in two cycles and each cycle was carried out in two meetings on the material of energy and its changes in class III of elementary school. The implementation of the action was carried out at SD 054938, precisely in class III (Three A) with the number of students taking part in the learning process as many as 25 people, with details of 8 boys and 17 girls in the 2023/2034 academic year.

The researcher was assisted by the subject teacher of theme 6 of class III as a collaborative partner who acted in observing student activities and researcher activities in implementing the RPP with the word square learning model. After all the material was taught, at the end of each cycle an evaluation was carried out by giving a set of tests to students to find out the students' learning outcomes after being given the action.

Table 1. Improving Student Learning Outcomes Based on Pretest, Post Test I and Post Test I

No	Name	Pretes	Postes I	Postes II	Details
1	1	60	60	80	Increase
2	2	50	70	80	Increase
3	3	60	80	90	Increase
4	4	40	60	90	Increase
5	5	60	60	80	Increase
6	6	50	70	100	Increase

No	Name	Pretes	Postes I	Postes II	Details
7	7	40	80	100	Increase
8	8	60	80	90	Increase
9	9	40	60	90	Increase
10	10	80	80	100	Increase
11	11	50	60	90	Increase
12	12	60	60	80	Increase
13	13	50	70	90	Increase
14	14	50	60	80	Increase
15	15	80	80	90	Increase
16	16	50	80	90	Increase
17	17	50	80	90	Increase
18	18	50	60	80	Increase
19	19	50	60	60	Increase
20	20	60	70	90	Increase
21	21	50	60	60	Increase
22	22	40	60	80	Increase
23	23	50	60	90	Increase
24	24	50	60	90	Increase
25	25	60	60	80	Increase
Total Value		1340	1650	2104	
Average		55,2	67,2	85,6	Increase
%Success		12%	40%	92%	Achieved

Based on table 1, it appears that the average learning outcomes of students in Theme 6 in the Energy Change Lesson in grade III have increased from the pretest, posttest I to Posttest II. Before the Action was carried out, the average value of students' initial abilities regarding the material on energy changes was 55.2, after cycle I, based on the results of posttest I, the average learning outcomes of students in Theme 6 increased with an average of 67.2. Furthermore, after improvements were made to learning in cycle II, based on the results of Posttest II, an average value of 85.6 was obtained. From the results of the posttest cycle II, the average learning outcomes for Energy Changes were 85.6 with a classical success percentage of 92%. It can be visualized in the following graph 1:
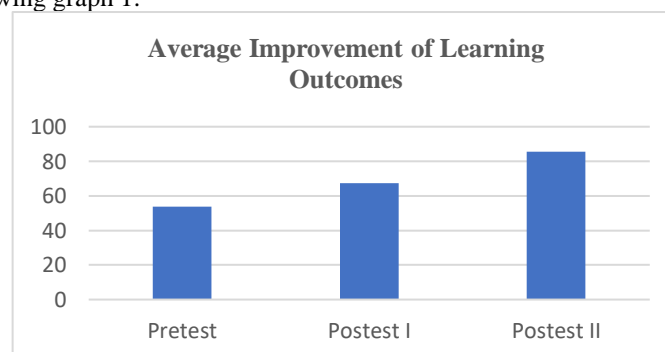

Figure 1. Average Improvement in Learning Outcomes for Theme 8 Energy and Its Changes

Table 1 also shows an increase in the percentage of students' learning success classically starting from pretest, posttest I to posttest I. From the pretest results, it appears that the percentage of students' success classically is only 12%, while from the results of posttest I, the percentage of classical success increased to 40%, then from the results of posttest II, the percentage of classical success also increased to 92%. The increase in students' learning success classically can be visualized in graph 2. The following:
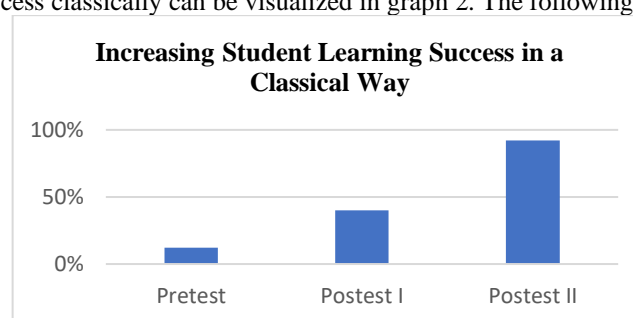

Figure 2. Improving Student Learning Success Classwise (Grade)

Based on the results of the study, the average initial ability of students was only 55.2 with 12% classical student success. This shows that the initial ability of students and classical student success are still relatively low so that it is necessary to carry out Cycle I Action. In cycle I, learning was carried out with the material of Energy Changes using the word square model. The implementation of Cycle I Action was carried out only once and an average learning outcome of 65.2 was obtained with a percentage of students who succeeded classically of 40%. From these data, an increase can be seen from before being given Action and after being given Action. Although there has been an increase, only 40% of students have succeeded in learning and classically it is still stated that they have not achieved success in learning because it is still less than the expected 85%.

B. Discussion

Based on the results of research conducted by researchers and observations made by collaborative partners carried out from cycle I to cycle II, data was obtained that showed an increase in student learning outcomes in civic education lessons. This increase was due to the use of the word square learning model being able to increase students' enthusiasm for learning and make students more active and creative, careful in working on questions and able to understand the material well.

Based on previous research by Yusmarita through research conducted in 2022 entitled "Word square learning model to improve student learning outcomes on the theme of healthy food in class V of SD Negeri 192/IX Simpang Setiti". The results of her research showed that the application of the word square learning model can increase student learning activities. This is evident from the score of student learning activities before the Action 53.80, in cycle I 63.60, so that in cycle I there was an increase of 9.8, and in cycle II it was 71.90 so that in cycle II there was an increase of 8.3.

Thus, referring to several previous studies, it is proven that the word square learning model is able to improve learning outcomes and it can be concluded that the word square learning model can improve student learning outcomes in Theme 6 Lessons in class III (Three) with the material Energy Changes at SD Negeri 054938 Paya Glugur, Sei Lepan District, Langkat Regency, 2023/2024 Academic Year.

4. CONCLUSION

Based on the results of this classroom action research, several conclusions can be drawn as follows:

1. Students' learning abilities using the word square learning model in cycle I have not met the KKM standard, where 3 students met the KKM value, and 22 students have not met the KKM value. Students' learning activities using the word square model in cycle II have met the KKM standard, where 23 students met the KKM value, and 2 students have not met the KKM value.
2. Students' activities during the learning process continued to increase from the first meeting of cycle I with an average of 60%, increasing to 90% at the second meeting of cycle II and were classified as good.
3. The researcher's activities during the learning process were classified as very good or the aspects observed based on the existing observation sheet format had all been implemented.

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