

IMPLEMENTATION OF STUDENT LEARNING OUTCOMES IN THEMATIC LEARNING

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Abstract

Scientific progress needs to be realized in order to obtain quality human resources (HR) in Indonesia that can support national development. These efforts can be carried out with good educational management. This research uses LCD media. This research aims to see students' success in thematic learning in class III. This research was carried out in class III of SD Negeri 1 Loloan Barat. The low level of student learning outcomes is due to the lack of interest in the media used by teachers. The data obtained is data from the cognitive or knowledge domain, the affective domain, and the psychomotor domain. Researchers only take it from the cognitive realm, namely knowledge. By implementing efforts to provide media in the form of animated videos about material on the nature of exchange multiplication, as well as with the instruments used, namely student worksheets in each cycle, namely there are 2 cycles, students are able to show that the results of the data provided have increased. Increasing the percentage of student learning outcomes for each cycle, namely in cycle I it was 50% with 8 students who had completed it and in cycle II it was 87% where 14 students had completed it out of a total of 16 students because 2 students were unable to take part in learning activities.

Keywords: LCD Media, Cognitive And Learning Outcomes

INTRODUCTION

Thematic learning at the West Loloan 1 Elementary School level is learning that studies Indonesian Language, Mathematics and SBDP subjects in sub-theme 3. Then, for the learning process in the classroom, students will receive learning properly, for example in sub-theme 3 where there is learning Indonesian, Mathematics and SBDP. According to Fathurrohman, 2015 teaching is an effectiveness in managing the organization/environment as well as possible and connecting with students so that the teaching and learning process occurs. For this research, the researcher focused on learning mathematics, namely multiplication of whole numbers. Then by using audio visual media with the help of the LCD tool. Where the researcher will provide a video demonstration, where in this video the steps for doing whole number multiplication are listed. The success of a student in being able to master learning material is not only determined by the student's internal factors, such as: level of intelligence, craft and perseverance, but is also determined by external factors, including: effectiveness, strategies and learning methods used by the teacher when delivering learning material. (Maria Sophia, 2013).

From the title of this research, researchers found several problems in the learning process. Problems in the learning process cannot be separated from how a teacher teaches in the classroom as well as the way of teaching and the materials and media used by the teacher. So, the

problems found in the classroom include 1) students' lack of interest in studying mathematics, especially multiplication of whole numbers, 2) lack of interest in the explanation process for students, 3) lack of independent practice by students, 4) students' lack of enthusiasm for mathematics, especially multiplication. whole numbers. Reigeluth and Merrill's opinion regarding learning outcomes is strengthened by Bloom et al's taxonomy which states that measuring teaching outcomes in the learning process is based on the type of content in the field of study, classified into 3 domains, namely: 1) the cognitive domain consisting of: knowledge, understanding, application, analysis, synthesis, assessment 2) The attitudinal domain consists of: accepting, responding, appreciating, organizing, characteristics. 3) The psychomotor domain consists of: perception, readiness, guided movements, habitual movements, complex movements, adjustment of movement patterns and creativity. According to Tarumasely, Y (2022).

METHOD

This framework of thinking implies that thematic learning is learning that guides students to be active and in thematic learning contains elements of several subjects, such as in class 3 Indonesian, Mathematics and SBDP, then the learning is summarized in the form of themes. According to Fatmawati E, (2021) There is theme 1, there is theme 2, there is theme 3, and there is theme 4. Then the researcher wants to see the learning outcomes of students through audio-visual media in the form of animated videos. According to Eny Munisah (2020), learning media management is part of efforts to improve the quality of education. The indicators that must be considered in managing learning media are: learning media planning, media organizing, media management, and media evaluation. Then it is also hoped that students will be more active in the learning process. Apart from that, the researcher applied mathematics subjects with whole number multiplication material. From using this media, researchers hope that students can get results from the cognitive domain or knowledge domain. With this framework, it can make it easier for readers to understand thoughts from other people's research.

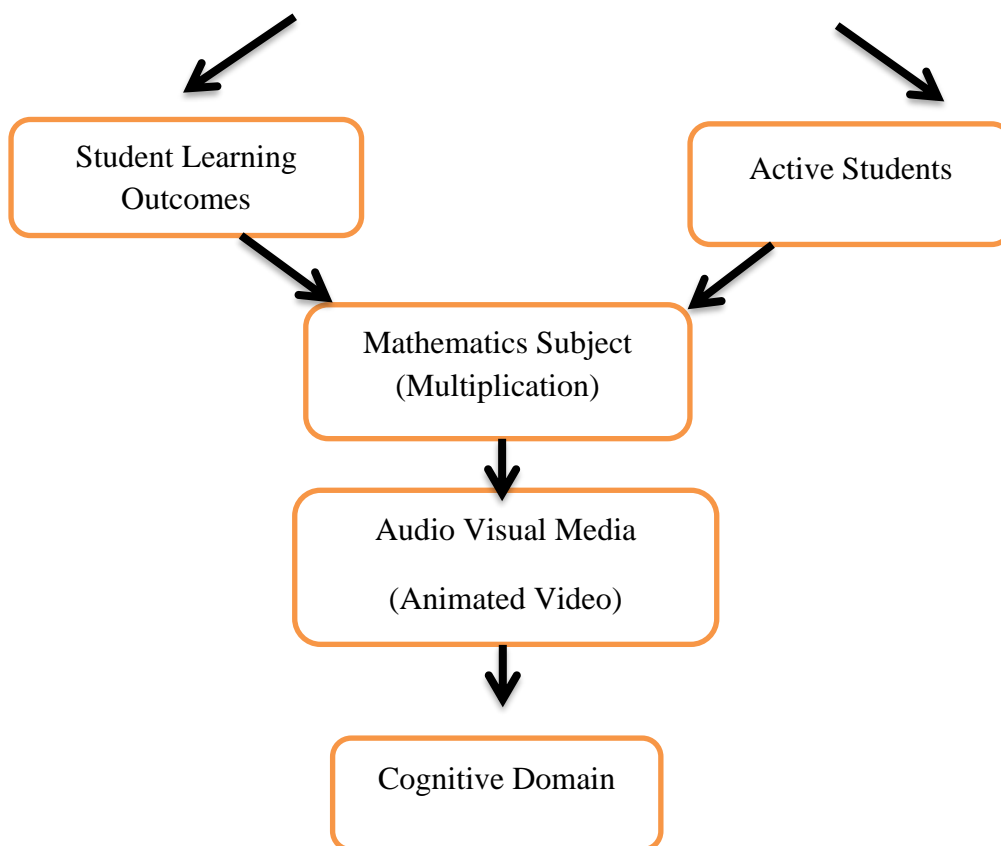


Figure 1. framework of thinking implies that thematic learning

Learning Outcomes

Thematic learning is combined learning or learning that links several subject matter in several subjects into one unit which is then packaged in the form of a theme, then contains sub-sub themes. This thematic learning includes learning Indonesian, PPKn, Mathematics, PJOK, and SBDP. This research was taken from class III students at SD Negeri 1 Loloan Barat, where the material taken was mathematics as a subject of the nature of exchange multiplication. This research aims to improve the cognitive outcomes of students in class III of SD Negeri 1 Loloan Barat. The results of this research indicate an increase in the activity of teachers and students in implementing the use of audio-visual media with the appearance of animated videos on the nature of multiplication and exchange. Learning outcomes can be used as a benchmark for identifying and evaluating learning objectives, the learning process can be recognized through several characteristics, here are several things that describe the characteristics of learning: 1) there is a change in behavior (cognitive, affective, psychomotor, and mixed) both which can be observed or not observed directly, 2) changes in behavior resulting from learning will generally be permanent or permanent, 3) the learning process generally takes a long time where the result is individual behavior, 4) some changes in behavior which are not included in learning is due to hypnosis, the

process of growth, maturity, supernatural things, miracles, disease, physical damage, 5) the learning process can occur in social interactions in a community environment where a person's behavior can change because of their environment. (Nugraheti Sismulayasih SB, 2023).

Teaching Method With Assignments

In this study, researchers used the assignment teaching method in the process of taking grades. The tasks given by the teacher can deepen the learning material, and you can also check the material that has been studied, assignments and recitations stimulate children to actively learn both individually and in groups. The good things we can do with this method of giving assignments are 1) the knowledge gained by students as a result of learning, the results of experiments or the results of investigations which have a lot to do with interests or talents that are useful for their lives will be more pervasive, long-lasting and more authentic; 2) they have the opportunity to foster development and the courage to take initiative, be responsible and stand alone; 3) assignments can be more convincing about what is learned from the teacher, deepen, enrich or broaden insight into what is learned; 4) assignments can develop students' habits of searching for and processing their own information and communication. This is necessary in connection with the information and communication alphabet which is advancing so rapidly and quickly; and 5) this method can make students enthusiastic about learning with various variations so that it is not boring. According to Sagala, S. (2009).

Learning motivation is also important for teachers to know because understanding and knowledge of students' learning motivation is beneficial for teachers. Motivation for learning from the teacher's side is within the scope of the learning and learning program. Therefore, teachers have the opportunity to increase, develop and maintain learning motivation by optimizing the application of learning principles, students' personal dynamics, utilization of students' experiences and abilities, aspirations and ideals, and learning actions. Learning is related to context and content, looking from the context side you can see the parts needed to change a civilizing atmosphere, where cultivating can be interpreted as habits carried out by students, then a solid foundation, a supportive environment, and a dynamic learning design. Meanwhile, looking at the content, delivery skills for any curriculum can be found, in addition to the strategies students need to be responsible for what they learn, namely excellent presentation, flexible facilities, learning skills for learning, and life skills that strengthen information and apply what is learned. teachers in everyday educational situations.

There are still many fun learning techniques, and perhaps there is no standard theory or model that is best to use. This comes back to the creativity and ability of teachers to use various appropriate methods and the readiness of students to be able to accept the learning techniques used. In its development, it can be understood that every human being is different both in terms

of development, abilities and skills, maturity, speed of capturing information, ability to solve various problems and related to their development. So it can be understood that humans are unique and their handling is also unique. In development there is also motivation, which is called intrinsic motivation, which means encouragement within the student which will make the student always want to learn and pursue the expected achievements. Then extrinsic motivation which means something that needs to be manipulated by the teacher or learning designer and developer so that students feel an urge to learn the material being taught.

RESULTS AND DISCUSSION

Learning outcomes are the abilities that students have after receiving their learning experience. These learning outcomes have an important role in the learning process. The research process on learning outcomes can provide information to teachers about student progress in achieving their learning goals through learning activities. Furthermore, from this information the teacher can organize and develop further student activities, both for the whole class and individually. This learning outcome is also the result of an evaluation of a lesson, where evaluation contains the meaning of an activity for students to be more active and able to remember the lessons taught by the teacher. Learning outcomes can be known through formative tests. These formative tests can be carried out after students have finished studying the series of material displayed in the animated video. Formative tests have important functions such as identifying conceptual errors and providing rapid feedback to students, formative tests can also increase student motivation and provide guidance for subsequent teaching, formative tests must meet the criteria of 1) validity, 2) reliability, 3) timeliness, and 4) readability (Dewi Mardhiyana, 2023).

So, the results of the research after students were given the material in the animated video can be seen in the results of the first cycle of working on student worksheets with 14 students present, out of a total of 16 students, 8 students were seen completing the worksheets, then after working on the second cycle worksheets of the same number of students, namely 14 students, there was an increase, the number of students who completed the worksheet was 14 students out of a total of 16 students, then there were 2 people who could not take part in learning at school. It can be seen that by implementing animated videos with material on the nature of multiplication, exchange can increase students' enthusiastic understanding of mathematics learning, especially multiplication.

Table 1. Data on student scores in cycle I and cycle II from highest to lowest scores

No	Name	Mark	
		Cycle I	Cycle II

1	Abdul Kholil	25	100
2	Agam Bachtiar	75	100
3	Dzakiya Thalita Rajwa	25	100
4	Hazard Sakhi Zaidan	100	100
5	Ibrahim Baraas	25	100
6	Ika Syifa Fadillah	50	100
7	Inshirah Syakirah	25	100
8	Marsha Aulia Rahman	100	100
9	Muhammad Febri Mubarrak	75	100
10	Muhammad Irfan Hakim	100	100
11	Pearl Mirza	50	100
12	Reyhan Armya Fatoni	100	100
13	Absyar Fityan	Not in	Not in
14	Faisal Syahmi	Not in	Not in
15	Ali Ridho Achmad	100	100
16	Sophie Salsabila	100	100

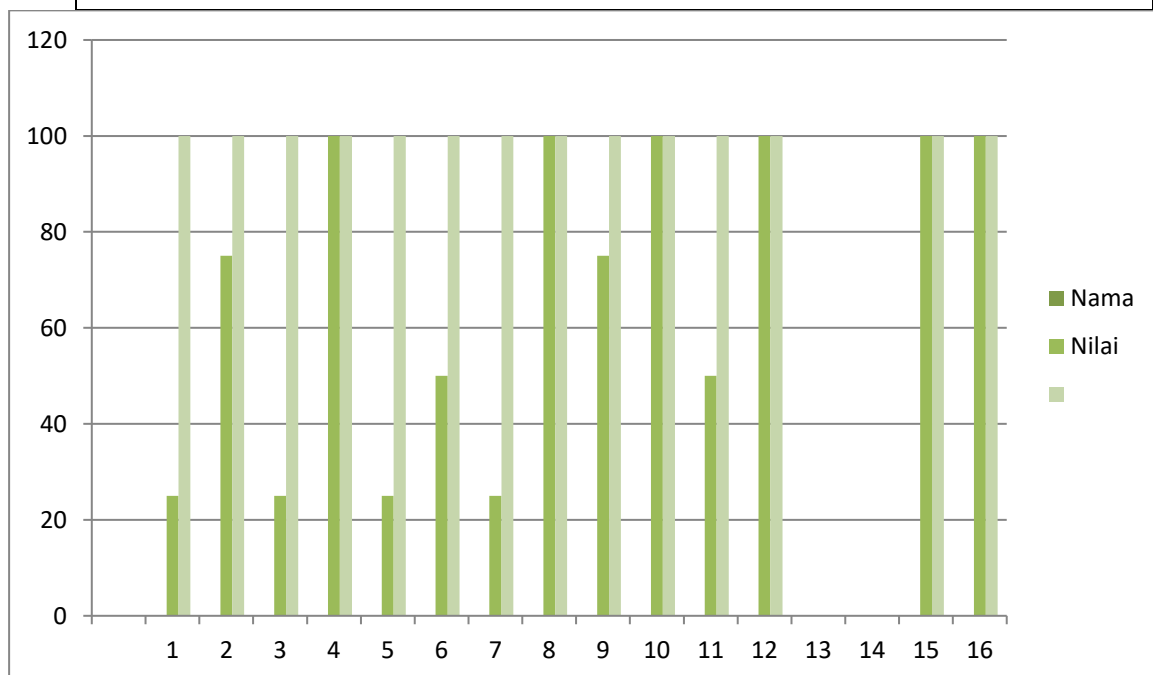


Figure 2. Data on student scores in cycle I and cycle II

The researcher explained that in cycles I and II with material on the nature of multiplication exchange where the number of students 14 did not enter as many as 2 students, the number of questions in cycle I was 4 questions while in cycle II there were 10 questions, the total score was

100, the highest score in the cycle In cycle I, there were 6 students and in cycle II there were 14 students, and the lowest score was below the KKM in cycle I, namely 4 students and in cycle II there were no students who got the lowest score. By using a range of values, namely:

Table 2. Value range cycle 1 and cycle 2

No	Value range	The number of students		Percentage	
		Cycle I	Cycle II	Cycle I	Cycle II
1	25-39	4	-	3%	-
2	40-49	-	-	-	-
3	50-59	2	-	12%	-
4	60-69	-	-	-	-
5	70-79	2	-	12%	-
6	79-89	-	-	-	-
7	89-100	6	14	38%	87%
Amount		14	14	65%	87%

Judging from the assessment time range above, that in the first cycle there were 4 students who got a score in the 25-39 range, 2 students scored in the 50-59 and 70-79 range, and 6 students scored in the 89-100 range. Furthermore, for cycle II with a score range of 89-100, there were 14 students where in cycle II there were no students who got a score below the KKM.

CONCLUSIONS AND SUGGESTIONS

So, learning outcomes can be known through formative tests. These formative tests can be carried out after students have finished studying the series of material displayed in the animated video. The results of the research after students were given the material in the animated video were seen in the results of the first cycle of working on student worksheets with 14 students present out of a total of 16 students. It was seen that 8 students correctly worked on the worksheets with a percentage of 50%, then after working on the cycle worksheets secondly, from the same number of students, namely 14 students, there was an increase in the number of students who correctly worked on the worksheet with a total of 14 students with a percentage of 87% of the total number of students, 16 students who could not take part in learning at school were 2 students. It can be seen that by implementing animated videos with material on the nature of multiplication, exchange can increase students' enthusiastic understanding of mathematics learning, especially multiplication.

As a suggestion for the perfection of this article, students should better master the material that will be applied, because if they do not understand the material students will experience confusion, so in this article the researcher does not only rely on student activity but understanding

the material is also very necessary, as well as the activity of teachers as teaching staff as well. one of the factors that can trigger activity in the teaching and learning process. For this reason, we as teachers are required to use learning media that can trigger active learning in students during the learning process.

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