

Improving Student's Learning Outcomes using the Word Square Learning Model for IPS Lessons in Class V SD Negeri 040446 Kabanjahe Academic Year 2021/2022

Jainab¹, Pelista Br Karo Sekali², Datten³, Endalina Br Karo Sekali⁴, Bijak Ginting⁵

^{1,2,3,4,5}Universitas Quality, Indonesia

jainabnaibaho15@gmail.com

Abstract

The research carried out was classroom action research with the aim of knowing the implementation of learning, knowing mastery of learning and to determine the improvement of student learning outcomes using the Word Square learning model for Social Studies subjects in Class V SD Negeri 040446 in Kabanjahe, Karo Regency. The subject of this research is class V totaling 25 people and the object of this research is using the Word Square Model. The instruments used are observation sheets and multiple choice tests. Based on the results of this study, it was found that the implementation of learning in teacher activities was 80% good criteria, while classical completeness was 88% and learning outcomes increased 5%. Thus, this research can be concluded that, the implementation of learning criteria is good, student learning outcomes are completed and improved classically using the Word Square Model for Social Studies Subject Class V SD Negeri 040446 in Kabanjahe Academic Year 2021/2022.

Keywords

word square learning model;
learning implementation;
learning outcomes



I. Introduction

National development in the field of education is an effort to educate the nation's life and improve the quality of Indonesian people who are faithful, pious, and have noble character and master science, technology, and art in realizing an advanced, just, prosperous, and civilized society based on Pancasila and the Law. The 1945 Constitution of the Republic of Indonesia. To ensure the improvement of the quality and relevance of education that is able to face challenges in accordance with the demands of changing national and global life, it is necessary to improve the quality of teachers in a planned, directed and sustainable manner.

According to Astuti et al (2019) Education is an obligation of every human being that must be pursued to hold responsibilities and try to produce progress in knowledge and experience for the lives of every individual. Education is one of the efforts to improve the ability of human intelligence, thus he is able to improve the quality of his life (Saleh and Mujahiddin, 2020). Education is expected to be able to answer all the challenges of the times and be able to foster national generations, so that people become reliable and of high quality, with strong characteristics, clear identities and able to deal with current and future problems (Azhar, 2018).

Teachers as educators are obliged to improve student learning outcomes, namely by creating learning activities that are able to build students' ability to understand lessons so that optimal results are achieved to achieve educational goals. Whether or not educators teach effectively will depend on how educators are able to carry out teaching activities well. Therefore, teachers or educators need to enrich their understanding of the learning

model. The learning model is designed to teach students and make it easier for teachers to use strategies, teaching methods that are in accordance with the subjects that are the responsibility of the educator. Learning models that are in accordance with the needs of the subject matter will create a quality learning process,

Learners or students are actively involved in the learning process when teachers apply innovative learning models, so students can think critically, creatively and pleasantly towards the learning process, will understand and find new things to increase knowledge. Students will learn well if what they learn is related to what is known or events that will occur around them. Learning emphasizes student activity, namely using high thinking power, transferring knowledge, collecting and analyzing data and solving certain problems, both individually and in groups. Through active, interactive, communicative, effective, fun and innovative learning, it will emit a psychic spirit. In students there is a totality of passive involvement,

Social studies subject is one of the subjects studied in elementary schools. Basic Sciences (IPS) involves humans in meeting their material needs, cultural needs, psychological needs, utilizing existing and limited resources to be able to regulate their welfare. So that it can be said that the scope of social studies is humans in their social context or humans as members of society. The purpose of social studies learning in elementary school is to equip students to develop social knowledge that is useful in social life that is useful in social life and to equip students with the ability to communicate with fellow citizens. These abilities can be mastered by students through learning activities. Therefore, teachers have an important role in developing and using learning models that can equip students with thinking skills. Social studies education tries to help students solve the problems they face so that they can understand and understand the social environment of their community. Therefore, social studies learning is very important to be taught, especially in elementary school

Elementary social studies lessons in fact assume that they contain social material so that many parties, including some teachers, are associated with rote material. This opinion is of course wrong because Social Studies is a lesson that must be interpreted. Based on information from the homeroom teacher of class V SD Negeri 04044 Kabanjahe, one of the obstacles in the social studies learning process at the school is the difficulty of students understanding social studies subject matter using the teacher's lecture method or the application of an ineffective learning model. Teachers are less than optimal use of media in teaching. Students are less involved in participating with their environment, students' motivation in participating in Social Science subjects is also still lacking.

The result of the problem In addition, above the learning outcomes of class V for the academic year 2021/2022 obtained by students are less than optimal, or are still below the Maximum Completeness Criteria (KKM) that have been applied in schools, from the information provided by the class teacher. This can be seen from the following table:

Table 1. Data Value of Social Studies Subjects at State Elementary School 047162 Suka Village

Year Lesson	KKM	Amount Student	The number of students		Student's average score
			Complete	Not Complete	
2021/2022	70	25	15 (60%)	10 (40%)	65

(Source: SD Negeri 040446 Kaabanjahe Data)

To overcome these problems in learning, teachers need to use an effective learning model in learning. One of them is using the Word Square learning model which can increase students' thinking power at random and make it easier for students to understand the teaching material. In addition, using this model will increase student learning activities, because students are invited to actively look for answers or box lines that they think are correct with the existing questions.

Based on this, the researchers chose the research title "Improving Student Learning Outcomes By Using the Word Square Learning Model in Social Studies Subject Class V SD Negeri 040446 Kabanjahe Academic Year 2021/2022".

II. Review of Literature

2.1 Understanding Learning

Learning is teaching students using educational principles and learning theories, so that they become the main determinant of educational success. Learning is a two-way communication process, teaching is carried out by the teacher as an educator, while learning is carried out by students or students. According to Asep Jihad (2013: 11) "Learning is a process that consists of a combination of two aspects, namely learning is focused on what students must do, teaching is oriented to what the teacher must do as a teacher".

According to Winkel in Asis Saefuddin and Ika Berdiati (2015:9) "Learning is a set of actions designed to support the student learning process, taking into account the extreme events experienced by students. Furthermore, according to the National Education System Law No. 20 of 2003 "Learning is defined as a process of interaction between students and educators and learning resources in a learning environment".

Based on the above understanding, it can be interpreted that learning is an educator's effort to provide opportunities for students to think in order to recognize and understand something being studied.

2.2 Understanding Learning Outcomes

Learning outcomes are one of the indicators used by teachers to measure students' abilities in the teaching and learning process both in cognitive aspects, affective aspects, psychomotor aspects. In addition, learning outcomes can also describe how big the level of student achievement will be with the learning materials taught in the teaching and learning process. Learning outcomes will be reflected in the student's personality in the form of changes in behavior, which are tangible after experiencing the learning process.

According to Nawawi in Ahmad Susanto (2013: 5) states "Learning outcomes are the level of success of students in studying subject matter at school which is expressed in scores obtained from test results regarding a number of certain subject matter".

2.3 Factors Affecting Learning Outcomes

According to Slameto (2016: 54), the factors that influence learning can be classified into two groups, namely internal factors and external factors. Internal factors are factors that exist within the individual who is learning, while external factors are factors that exist outside the individual.

a. Internal Factors

Internal factors are divided into three factors, namely physical factors, psychological factors, and fatigue factors. Physical factors can be divided into two, namely health factors and physical disabilities. Psychological factors are classified into seven, namely intelligence, attention, interests, talents, motives, maturity, and readiness. The fatigue factor in a person, although difficult to separate, can be divided into two types, namely physical fatigue and spiritual fatigue (psychic).

b. External Factors

External factors can be grouped into three factors, namely family factors, school factors, and community factors. On the family factor, students who study will receive influences from the family in the form of: the way their parents educate, the relationship between family members, the household atmosphere and the family's economic situation. School factors that influence learning include teaching methods, curriculum, teacher-student relations, student-student relations, school discipline, lessons and school time, lesson standards, building conditions, learning methods and homework assignments. Community factors also affect student learning, namely student activities in the community, mass media, friends and forms of community life.

2.4 Understanding the Word Square Learning Model

According to Imas Kurniasih and Berlin Sani (2015: 97) suggest that "The Word Square Learning Model is a learning model from the lecture method that is enriched and oriented to student activity in learning". Meanwhile, according to Istarani (2014: 181) "The Word Square learning model is a learning model that uses boxes in the form of crossword puzzles as a tool in delivering teaching materials in the teaching and learning process".

This model is a bit more similar to filling in a crossword puzzle, but the main difference is that this model already has the answers, but is disguised by adding additional squares with any disguised or distracting letters or numbers.

The specialty of this learning model is that it can be practiced for all subjects. It's just a matter of how the teacher can program a number of selected questions that can stimulate students to think effectively. The purpose of distracting letters or numbers is not to make it difficult for students but to train a careful and critical attitude.

2.5 The Strengths and Weaknesses of the Word Square Model

a. Advantages of the Word Square Model

Each model has advantages and disadvantages while the advantages in this Word Square learning model are:

According to Istarani (2014: 183) this learning model is good to use in order to increase students' thinking power at random and make it easier for students to understand teaching materials. In addition, using this model will increase student learning activities, because students are invited to actively look for answers or box lines that they think are correct with the existing questions. For this reason, in detail, the advantages of this learning model can be written as follows:

1. It can make it easier for students to master the teaching material, because they are directed to find the answers in the box.
2. Can make it easier for teachers to describe teaching materials, because teachers can direct students to boxes that have been prepared in advance.
3. Can improve children's learning activities, because he will continue to shade the letters according to the answer.

4. Avoiding children's boredom in learning, because there are activities that do not make children bored and bored with learning.

b. Weaknesses of the Word Square Model

The weaknesses of the learning model *Word Square* according to Istarani (2014: 184), namely:

1. Making different boxes requires creativity from a teacher
2. It is often found that the available boxes do not match the questions at hand.
3. Making questions that require definite answers requires a high skill from a teacher.

2.6 Word Square Learning Model Steps

The learning steps must be carried out in accordance with the Word Square learning model procedures so that what is expected from this model can be achieved properly and teaching and learning activities take place with the results expected by a teacher.

The steps for implementing learning using the Word Square learning model, according to Istarani (2014: 181), are as follows:

- a. The teacher prepares worksheets that will be used in the teaching and learning process.
- b. The teacher conveys the material according to the competencies to be achieved.
- c. The teacher distributes activity sheets according to the example.
- d. Students answer the questions then shade the letters in the boxes according to the answers.
- e. Give a point for each answer in the box.

The tasks carried out in using the Word Square learning model are:

1. Make at least five sentences according to your own opinion. In summary, it must include at least 4 words from the list above and each word can be used repeatedly.
2. Group work: Discuss your sentences if your sentences are correct.
3. Results of group discussions. Discuss again to get a conclusion.

From the description above, it can be concluded that the steps in the Word Square Learning Model are:

- a) The teacher prepares the answer boxes and questions according to the lessons that have been explained
- b) Students look for answers to questions given by the teacher, then match them or shade the answers in the answer boxes provided.
- c) The teacher gives points for the answers in the box

2.7 Definition Classroom action research (PTK)

Classroom Action Research (CAR) is research conducted by teachers in their own classrooms through self-reflection with the aim of improving their performance so that student learning outcomes increase. Bahri (in Fita, 2017: 23) states that "CAR is an activity carried out to observe events in the classroom to improve practice in learning so that it is of higher quality in the process so that learning outcomes become better".

Benefits of Classroom Action Research

Classroom Action Research is a strategic way for educators to improve or improve educational services in the context of classroom learning, and is very beneficial for the implementation of learning.

According to Rustam and Mundilarto (2017:37) the benefits of CAR are as follows

- a. Benefits for teachers
 1. Helping teachers improve the quality of learning

2. Improve teacher professionalism
 3. Increase teacher confidence.
- b. Benefits for students.
1. Improvement and improvement of student performance in schools
 2. Quality improvement and improvement in curriculum implementation and student competency development in schools
 3. Cultivate and increase involvement, excitement, interest, comfort and pleasure in students to follow the learning process in class. In addition, student learning outcomes can also increase.
- c. Benefits for schools.
1. Improving the quality of content, input, process, and results of education and learning in schools
 2. Assisting teachers and other education personnel in dealing with learning and educational problems inside and outside the classroom.
 3. Improve the professional attitude of educators and education staff.
- d. Benefits for the development of educational theory.
- Classroom Action Research (CAR) can bridge the gap between theory and practice.

2.8 Implementation of Learning and Complete Learning

Learning is said to be effective if the implementation of learning goes well and learning is said to be successful if the tests given by the teacher are carried out by students well. This can be seen from the reciprocal relationship that occurs between teachers and students in the learning process and the high percentage of students who get good scores in the Problem Solving learning model.

The assessment criteria in the implementation of teacher learning activities Piet A. Sahertian (2013:61) are as follows:

A = 81 - 100%	Very well
B = 61 - 80 %	Good
C = 41 - 60%	Enough
D = 21 - 40 %	Not enough
E = 0 - 20%	Very less

The assessment criteria in the implementation of student learning according to Asep Jihad and Abdul Haris (2013:131) are as follows:

- a. Value = 10 – 29 Very less
- b. Value = 30 – 49 Not enough
- c. Value = 50 – 69 Enough
- d. Value = 70 – 89 Good
- e. Value = 90 – 100 Very good

Mastery Learning is poured The Ministry of Education and Culture in Trianto (2014: 241) states "Each student is said to have completed learning (individual completeness) if the proportion of students' correct answers is 65% and a class is said to have completed learning (classical completeness) if in the class there are 85 % of students who have completed learning.

III. Research Method

3.1 Research Design

In accordance with this type of research, namely classroom action research, this research has stages in the form of cycles. The design of each cycle consists of four stages, namely: planning, implementation, observation, and reflection (Arikunto, 2015: 42).

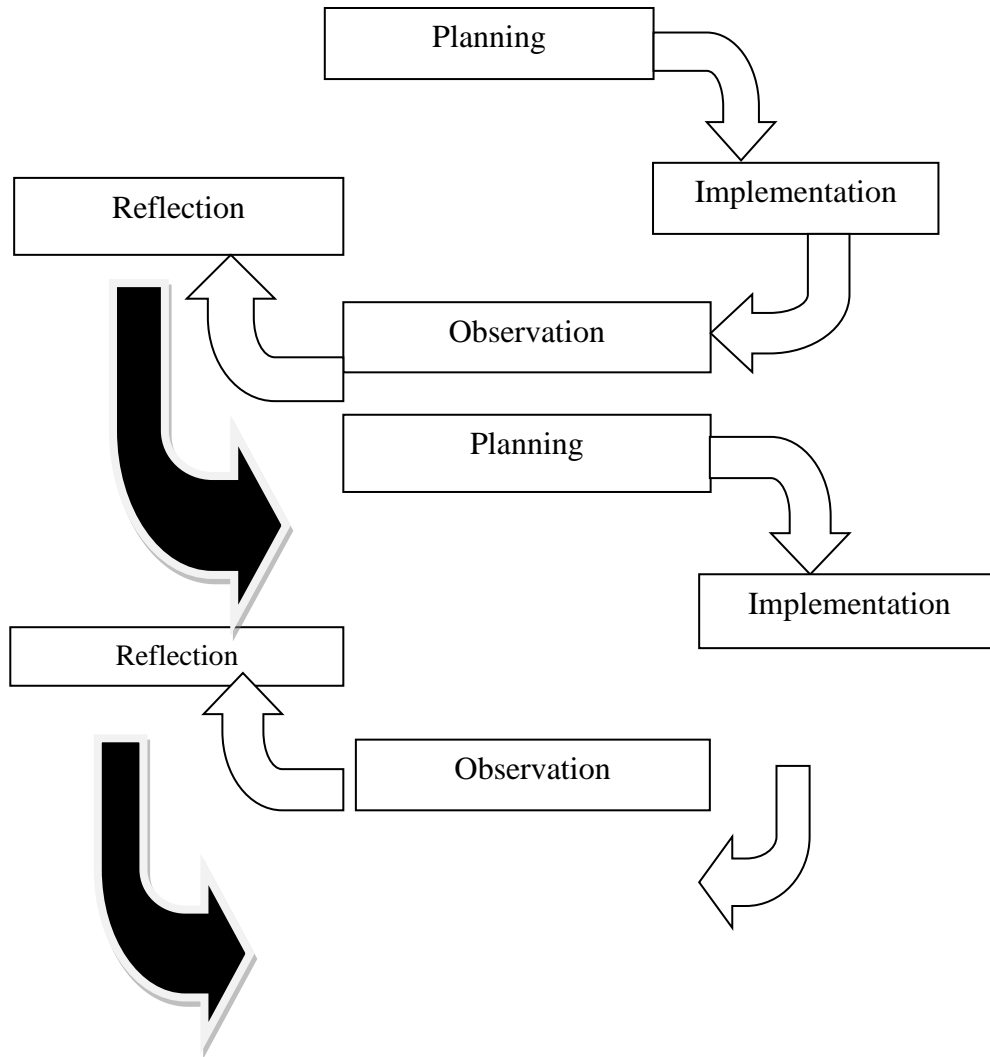


Figure 1. Suharsimi Arikunto's CAR Model

3.2 Data Collection Techniques

a. Teacher and student observation sheets

Observation or observation is a technique that is carried out by making careful observations and systematic observations including teacher performance activities and student activity in social studies learning applying the problem solving model, the aim is to determine the suitability of the action with the plan that has been prepared and to find out how far the implementation of the action can produce changes in accordance with what is desired.

b. Test

The test is a systematic and objective tool or process to obtain data or information that someone wants, in a way that can be said to be precise and fast. The test given to students is a written test in the form of an essay test

3.3 Data Analysis Technique

To determine the effectiveness of a model in learning activities, it is necessary to do data analysis. To analyze the data obtained from the test results can be used the formula:

To analyze the results of observations of teacher and student activities, it is determined by the formula:

a. Teacher Activity Assessment

$$HP = \frac{\text{Jumlah hasil observasi}}{\text{Jumlah butir pengamatan}} \quad \text{(Piet A. Sahertian 2010:61)}$$

b. Student Activity Assessment

$$\text{nilai siswa} = \frac{\text{skor perolehan}}{\text{skor maksimum}} \times 100 \quad \text{(Jihad and Haris,2012:131)}$$

3.4 Completeness Student Learning Outcomes

Individual Completeness

Based on theory that has been made, then to determine the percentage of individual students' abilities the following formula is used:"

$$KB = \frac{T}{T_t} \times 100\% \quad \text{(Trianto,2011:241)}$$

Description :

KB : Mastery learning

T : Total scores obtained by students

Tt : Total score

Classical Completeness

The percentage of student learning completeness classically is formulated as follows:

$$p = \frac{\sum \text{siswa yang tuntas belajar}}{\sum \text{siswa}} \times 100\% \quad \text{(Zainal Aqib, 2010:41)}$$

3.5 Improving Student Learning Outcomes

Average value

To see the average value obtained by students we can use the formula:

$$\bar{x} = \frac{\sum f_i x_i}{\sum f_i} \quad \text{(Sudjana, 2012:70)}$$

Description:

\bar{x} = Average Score

$\sum f_i . x_i$ = Sum of All Student Scores

$\sum f_i$ = Number of Students

Percentage of Improved Student Learning Outcomes

To find whether learning outcomes increase or not, the following formula can be used.

$$P = \frac{\bar{x} \text{Siklus II} - \bar{x} \text{Siklus I}}{\bar{x} \text{Siklus I}} \times 100\%$$

IV. Results and Discussion

From the results of research conducted in SD Negeri 040446 Kabanjahe Academic Year 2020/2022 in class V as many as 25 students who take part in Class Action Research (CAR) by using the Word Square learning model for Social Science Subjects (IPS) Class V for the academic year 2021/2022.

4.1 Data Findings and Analysis

Based on the results of observations in the first cycle of teacher activity obtained 60% (sufficient criteria) and student activities obtained a value of 69 (sufficient criteria) using the Learning Model *Word Square* class VI SD Negeri 047162 Kabanjahe. Thus, the implementation of learning activities for teacher and student activities is still in sufficient criteria. Completeness of student learning outcomes 76% (19 students) and as many as 24% (6 students) who did not complete using the Word Square Learning Model class V SD Negeri 040446 Kabanjahe TP 2021/2022. In this case, classically, student learning outcomes in cycle I have not been completed because they have not reached 85% of students who have completed their studies

4.2 Reflection Cycle I

- a. Based on data analysis in cycle I, the implementation of learning has not reached good criteria and classical learning completeness has not reached 85%, so it is necessary to resume classroom action research in cycle II by reflecting on aspects of the implementation of teacher and student activities that have not achieved good criteria. as follows. Teacher Activities
 1. Describing the Word Square learning model according to the core learning activities, the action in cycle II was to explain the steps on how to do Word Square and give examples.
 2. Motivating students to actively ask questions, the action in cycle II is to give additional value to students who can ask and answer teacher questions.
- b. Student Activities
 1. The desire to ask the teacher, the action in cycle II is to give additional points to students who ask questions
 2. Increasing students' understanding, the action in cycle II is for the first student to answer the question correctly, the teacher gets additional points.

Based on the data, the results of the second cycle of the teacher's activity implementation were 80% good criteria, student activities obtained a score of 75 good criteria, 22 (88%) complete student learning outcomes classically using the Learning Model *Word Square* class VISD Negeri 040446 Kabanjahe.

Thus, the implementation of learning has good criteria and student learning outcomes are classically completed and improved by using the Learning Model *Word Square* Social Studies Subjects for class V SD Negeri 040446 Kaabanjahe Academic Year 2021/2022

Improving Student Learning Outcomes based on student test results in cycle I and cycle II as follows:

Table 2. The Average Value of Student Learning Outcomes

Test	Average	Enhancement
Early findings	60	
Cycle I	68	11.42
Cycle II	75	

V. Conclusion

Based on the results of the discussion in Chapter IV, it can be concluded that:

1. The implementation of learning uses the Word Square learning model in social studies subjects for class V SD Negeri 040446 Kabanjahe for the 2021/2022 academic year with good criteria.
2. Student learning outcomes using the Word Square learning model for social studies subjects for class V SD Negeri 040446 Kabanjahe for the academic year 2021/2022 are completed classically.
3. Student learning outcomes increased using the Word Square learning model for social studies subjects for class V SD Negeri 040446 Kabanjahe for the 2021/2022 academic year.

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