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Improving Students' Learning Outcomes Through the Use of Bigbook Media in IPAS Learning for Grade IV Students of SD Negeri 064023 Kemenangan Tani

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ABSTRACT

This study aims to improve students' learning outcomes in Science and Social Studies (IPAS) through the use of BigBook media on the topic of animal classification based on their types of food among fourth-grade students at SD Negeri 064023 Kemenangan Tani. The study was motivated by the low learning outcomes of students due to the dominance of lecture-based instruction, which resulted in limited student participation and motivation. This study employed Classroom Action Research (CAR) based on the Kemmis and McTaggart model and was conducted in two cycles. Each cycle consisted of four stages: planning, action, observation, and reflection. The participants were 29 fourth-grade students. Data were collected through learning outcome tests, teacher and student activity observations, and documentation. The data were analyzed using descriptive quantitative and qualitative techniques by examining students' average scores and learning mastery percentages in each cycle. The results showed that the implementation of BigBook media improved students' learning outcomes. The average learning scores and the percentage of learning mastery increased from the initial condition to Cycle I and further improved in Cycle II, reaching the predetermined success criteria. Student participation also increased, as indicated by greater enthusiasm, active discussion, observation, and participation in learning activities. Therefore, BigBook media can be considered an effective alternative learning medium for improving IPAS learning outcomes among elementary school students.

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1. INTRODUCTION

Education is one of the major means of developing high-quality human resources. Through education, a generation with strong character and quality can be developed. Ahmat D. Marimba

(2019:15) states that education is physical and spiritual guidance aimed at developing a person's character in accordance with applicable provisions. Education includes the teaching of specific skills as well as aspects that cannot be directly observed. Education is also a form of guidance provided to children by teachers and parents so that they can develop better ways of thinking, which can subsequently be passed on to future generations.

Students are required to master various fields of knowledge that have been divided into different subjects, one of which is Natural and Social Sciences, commonly referred to as IPAS. Natural science is a subject that provides students with opportunities to think critically. IPAS also contains educational values that have the potential to shape children's overall personalities. Children's cognitive development can be facilitated through direct experiences. Such direct experiences occur naturally from early childhood until approximately the age of 12. Therefore, an effective learning process is essential in IPAS education.

The main objectives of IPAS learning in elementary schools are: (1) to understand IPAS concepts related to everyday life; (2) to develop process skills that support the understanding of the natural environment; (3) to develop interest in studying objects and events in the surrounding environment; (4) to develop attitudes of honesty, perseverance, critical thinking, openness, cooperation, responsibility, and independence; (5) to develop the ability to apply IPAS concepts to explain natural phenomena and solve problems in everyday life; (6) to use simple technology to solve problems encountered in everyday life; and (7) to foster love for the natural environment and awareness of the greatness of God Almighty.

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2. METHODS

2.1 Research Type and Design

This study employed Classroom Action Research (CAR) using the Kemmis and McTaggart model, which consists of four stages: planning, action, observation, and reflection. The research was conducted in two cycles, with each cycle consisting of two meetings. The results of reflection in each cycle were used as the basis for improving the actions implemented in the subsequent cycle until the predetermined success indicators were achieved.

2.2 Data Collection Techniques

The data collection techniques included observation, tests, and documentation. Observation was used to obtain data regarding teacher and student activities during the learning process. Tests were used to measure improvements in students' learning outcomes at the end of each cycle, while documentation was used to complement the research data, including photographs of learning activities, attendance lists, and other supporting documents.

2.3 Data Analysis Techniques

Data analysis was conducted using descriptive quantitative and descriptive qualitative techniques. Quantitative data were analyzed by calculating the average learning outcome scores and the percentage of students achieving learning mastery using the predetermined formulas.

3. FINDINGS AND DISCUSSION

This classroom action research was conducted in two cycles. Each cycle consisted of the stages of planning, action, observation, and reflection. The action implemented involved the use of BigBook media in IPAS learning on the topic of classifying animals based on their types of food.

a. Pre-Cycle

The initial observation showed that the learning process was still teacher-centered and dominated by lecture methods. Students tended to be passive, showed little enthusiasm for participating in learning activities, and rarely asked questions. This condition had an impact on the students' low learning outcomes. Of the 29 students, only 12 students (41.38%) achieved the KKTP score of 70, while 17 students (58.62%) had not achieved mastery. Therefore, corrective action was required through the use of BigBook media.

b. Cycle 1

In Cycle I, the teacher implemented BigBook media as the main medium for explaining the material on classifying animals based on their types of food. The large-sized pictures, attractive colors, and clear text attracted students' attention, allowing them to focus more effectively on the learning process. The teacher also involved students in reading activities, observing pictures, answering questions, and classifying animals according to their types of food.

The observation results showed that student activity began to increase. Most students became more willing to answer questions and actively participate in discussions, although some students were still less confident in expressing their opinions. The evaluation results at the end of Cycle I showed an improvement in students' learning outcomes compared with the initial condition. However, classical learning mastery had not yet reached the predetermined success indicator of 80%.

Based on the reflection results, the teacher still needed to provide broader opportunities for all students to participate actively, improve classroom time management, and provide reinforcement regarding concepts that students had not yet fully understood.

c. Cycle II

Improvements in the learning process in Cycle II were made based on the reflection results from Cycle I. The teacher optimized the use of BigBook media through shared reading activities, group discussions, question-and-answer sessions, and examples closely related to students' everyday lives. The teacher also provided more intensive guidance to students experiencing learning difficulties.

Student activity during the learning process increased significantly. Most students actively observed the media, answered questions, discussed with their group members, and correctly classified animals according to their types of food. The learning atmosphere became more interactive, enjoyable, and student-centered.

The evaluation results at the end of Cycle II showed that most students had achieved the KKTP, indicating that the research success criteria had been fulfilled. This improvement demonstrates that the use of BigBook media was able to improve both students' learning outcomes and their learning activities in IPAS.

d. Discussion

The implementation of BigBook media was proven to improve the IPAS learning outcomes of fourth-grade students. This success occurred because BigBook media present large-sized pictures, attractive colors, and easy-to-read text, which help students understand concepts more concretely. These characteristics are consistent with the cognitive development of elementary school students, who are generally still in the concrete operational stage.

In addition to improving learning outcomes, the use of BigBook media also increased student learning activities. During the learning process, students became more active in observing pictures, participating in discussions, answering questions, and expressing their opinions. Active student involvement in the learning process had a positive impact on students' conceptual understanding and retention of the material being studied.

The improvements made from Cycle I to Cycle II demonstrate that the reflection process in Classroom Action Research plays an important role in improving the quality of learning. Teachers were able to improve their instructional strategies, provide more effective guidance, and create a more interactive learning environment. Consequently, student learning activities and learning outcomes increased in each cycle.

These findings are consistent with previous studies indicating that BigBook media can improve students' attention, motivation, participation, and learning outcomes in elementary schools. The use of attractive visual media helps students develop conceptual understanding more easily because the material is presented concretely and in accordance with students' characteristics.

Therefore, the implementation of BigBook media can serve as an effective alternative learning medium for improving the quality of IPAS learning in elementary schools, particularly for the topic of classifying animals based on their types of food.

4. CONCLUSION

Based on the Classroom Action Research conducted in two cycles, it can be concluded that the use of BigBook media can improve the IPAS learning outcomes of fourth-grade students at SD Negeri 064023 Kemenangan Tani on the topic of classifying animals based on their types of food.

The improvement can be seen from the increasing number of students who achieved the Learning Mastery Criteria (KKTP) in each cycle, accompanied by an increase in the students' average learning outcome scores.

In addition to improving learning outcomes, the use of BigBook media also increased students' learning activities. Students became more active in observing pictures, reading, participating in discussions, answering questions, and expressing their opinions throughout the learning process. The learning process became more engaging, interactive, and student-centered, enabling the learning objectives to be achieved optimally.

Thus, BigBook media can be used as an effective alternative learning medium for improving the quality of science learning in elementary schools, particularly on the topic of classifying animals based on their types of food.

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