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EFFORTS TO IMPROVE LEARNING ACHIEVEMENT THEME 2 LOVING PLANTS AND ANIMALS SUB-THEME 1 BENEFITS OF PLANTS FOR HUMAN LIFE IN THEMATIC LESSONS BY APPLYING VISUAL LEARNING METHODS

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ABSTRACT

Thematic learning, as an integrated educational approach, engages students in a comprehensive learning experience across multiple subjects. This research delves into the implementation of thematic learning through a study titled "Efforts to Improve Learning Achievement: Theme 2 - Loving Plants and Animals, Sub-Theme 1 - Benefits of Plants for Human Life in Thematic Incorporating Visual Learning methods enhances lessons, fostering a more engaging and effective educational experience for students in various subjects." The choice of a descriptive research approach allows the author to illustrate the application of learning techniques and the potential outcomes. The research outcomes highlight that employing Visual Learning methods positively influences students, significantly boosting their academic performance and overall learning experience. Notably, in Social Sciences, students actively engaged in activities such as utilizing tools and media, attentively listening to teacher explanations, and participating in discussions. The research highlights the effectiveness of Visual Learning in improving thematic learning quality, particularly in the realm of subtraction and addition number operations. In essence, the study concludes that Visual Learning methods not only boost learning effectiveness but also contribute to the overall development of students' social skills and learning motivation. This holistic approach signifies the broader benefits of thematic learning, emphasizing its role in nurturing well-rounded individuals in the educational landscape.

Keywords: *learning achievement, learning methods, thematic*

INTRODUCTION

The essence of thematic learning is an integrated learning model that uses a thematic approach involving several subjects to provide meaningful experiences to students. It is said to be meaningful because, in thematic learning, students will understand the concepts they learn through direct experience and connect them with other concepts they have understood (Ikbal Barlian, 2013). The focus of attention in thematic learning lies in the process that students go through when trying to understand the learning content in line with the forms of skills that they must develop (Even & Ball, 2009; Setiani et al., 2015).

Characteristics of thematic learning(Azhari & Kurniady, 2016):

1. Holistic, a phenomenon or event that is of concern in thematic learning is observed and studied from several fields of study at once, not from a compartmentalized point of view;
2. Meaningful, studying a phenomenon from various aspects, allows the formation of a kind of connection between the schemes owned by students, which in turn will impact the meaningfulness of the material studied;
3. Authentic, thematic learning allows students to directly understand the concepts and principles they want to learn;

4. Active, thematic learning is developed based on an inquiry discovery approach, namely students are actively involved in the learning process, starting from planning, and implementation, to the evaluation process.

The importance of thematic learning for elementary school students. The thematic learning model places greater emphasis on student involvement in the learning process or directing students to be actively involved in the learning process. Through thematic learning, students can gain direct experience and be trained to discover for themselves various knowledge that is learned holistically, meaningfully, authentically, and actively (Hamid, 2019; Tafonao, 2018). The way the learning experience is designed by the teacher greatly influences the meaningfulness of student learning. The learning experience shows the connection of conceptual elements to a more effective learning process (Andrisyah & Ismiatun, 2021; Arikunto, 2018). Conceptual links between the subjects studied will form a scheme so that students will gain completeness and completeness of knowledge. The importance of thematic learning applied in elementary schools is because in general students at this stage still see everything as a whole (holistic), their physical development can never be separated from their mental, social, and emotional development (Arsyad, 2011; Nurmadiah, 2016).

From the background above, the author finally adopted a research title "Efforts to Improve Learning Achievement Theme 2 Loving Plants and Animals Sub Theme 1 Benefits of Plants for Human Life in Thematic Lessons by Applying Visual Learning Methods"

METHOD

This research is action research because the research was conducted to solve learning problems in the classroom. This research also includes descriptive research, because it describes how a learning technique is applied and how the desired results can be achieved. According to (Agustin et al., 2019) there are 4 types of action research, namely: (1) teacher action research as a researcher, (2) collaborative action research, (3) integrated simultaneous action research, and (4) experimental social action research (Arikunto, 1993).

The four forms of action research above have similarities and differences. According to Oja and Smulyan as quoted by Kasbolah, (2000) (in Sukidin, et al. 2002:55), the characteristics of each research depend on (1) the main objective or emphasis, (2) the level of Visual Learning Methods between the actor's researchers and external researchers, (3) the process used in conducting research, and (4) the relationship between the project and the school. In this research, the teacher as a researcher is used, where the teacher plays a very important role in the classroom action research process. In this form, the main goal of classroom action research is to improve learning practices in the classroom. In this activity, the teacher is fully involved directly in the process of planning, action, observation, and reflection. The presence of other parties in this research does not play a dominant role and is very small. This research refers to continuous learning improvement. Kemmis and Taggart (1988:14) state that the action research model is spiral-shaped. The action research stages in a cycle include planning or implementing observation and reflection. This cycle continues and will be stopped if it suits your needs and feels like it is enough (Arikunto, 2006).

RESULTS AND DISCUSSION

The research data obtained were in the form of test results of test items, observation data in the form of visual learning management observations and observations of student and teacher activities at the end of learning, and student formative test data in each cycle. The data from the test results of the test items is used to obtain a test that truly represents what is desired. This data is then analyzed for the level of validity, reliability, level of difficulty, and distinguishing power (Izzatul Yuanita, 2020; Sukirman, 2021).

Observation sheet data was taken from two observations, namely observation data on Visual learning management which was used to determine the effect of applying Visual learning methods in improving achievement. Formative test data to determine the increase in student learning achievement after implementing Visual learning (Ahmad Ali Nurdin et al., 2023).

Analysis of Cycle Research Data

Cycle I

The implementation of teaching and learning activities for cycle I was carried out on September 3 2022 in Class III with a total of 16 students. In this case, the researcher acts as a teacher. The teaching and learning process refers to the lesson plans that have been prepared. Observations are carried out simultaneously with the implementation of teaching and learning. Based on the resulting data, those who get poor criteria are motivating students, conveying learning goals, time management, and enthusiastic students. The four aspects that received poor scores above are weaknesses that occurred in cycle I and will be used as study material for reflection and revision that will be carried out in cycle II.

From the data obtained by applying the Visual learning method, it was obtained that the average student learning achievement score was 74 and learning completeness reached 70% or 19 students out of 27 students had completed learning. These results indicate that in the first cycle classically students had not completed their learning, because students who obtained a score ≥ 65 were only 70% less than the desired percentage of completeness, namely 85%. This is because students still feel new and do not understand what the teacher means and uses by applying the Visual learning method.

Cycle II

The implementation of teaching and learning activities for cycle II was carried out on September 10 2022 in class III with a total of 27 students. In this case, the researcher acts as a teacher. The teaching and learning process refers to the lesson plan by paying attention to revisions in cycle I so that errors or deficiencies in cycle I are not repeated in cycle II. Observations are carried out simultaneously with the implementation of teaching and learning.

At the end of the teaching and learning process, students are given a formative test II to know the level of student success during the teaching and learning process that has been carried out. The instrument used is formative test II. The aspects observed in teaching and learning activities (cycle II) carried out by teachers using visual learning methods received quite good assessments from observers. This means that in all assessments there are no lower marks. However, this assessment is not yet an optimal result, therefore several aspects need attention to improve the implementation of further learning. These aspects are motivating students, guiding students to formulate conclusions/discover concepts, and time management. By perfecting aspects regarding the application of this learning method, it is hoped that students

will be able to conclude what they have learned and express their opinions so that they will understand more about what they have done.

From the results obtained, the average student learning achievement score was 79, and learning completion reached 81%, or 22 students out of 27 students had completed their studies. These results indicate that in cycle II, classical learning mastery has experienced a slightly better improvement than in cycle I. This increase in student learning outcomes was because after the teacher informed them that at the end of each lesson, there would always be a test so that at the next meeting students were more motivated to learn. Apart from that, students have also begun to understand what the teacher means and wants by applying the Visual learning method.

Cycle II

The implementation of teaching and learning activities for cycle III will be carried out on September 18 2022 in Class III. with a total of 27 students. In this case, the researcher acts as a teacher. The teaching and learning process refers to lesson plans by paying attention to revisions in cycle II so that errors or deficiencies in cycle II are not repeated in cycle III. Observations are carried out simultaneously with the implementation of teaching and learning.

At the end of the teaching and learning process, students are given formative test III to determine the level of student success in the teaching and learning process that has been carried out. The instrument used is formative test III. The aspects observed in teaching and learning activities (cycle III) carried out by the teacher by applying the Visual model learning method which received quite good assessments from observers were motivating students, guiding students to formulate conclusions/discover concepts, and time management. It is hoped that improving the above aspects in applying visual learning methods will be as successful as possible.

Based on the table above, the average formative test score is 89, and 27 students have achieved learning mastery. So classically the learning completeness that has been achieved is 100% (including the complete category). The results in cycle III improved better than in cycle II. The increase in learning outcomes in cycle III was influenced by an increase in the teacher's ability to apply visual learning so that students became more accustomed to this kind of learning so that it was easier for students to understand the material that had been given. In cycle III, classical completion has been achieved, so this research only reaches cycle III.

Completeness of student learning outcomes

The results of this research show that visual learning has a positive impact on improving student learning achievement. This can be seen from the increasingly solid understanding of students towards the material presented by the teacher (learning mastery increases from cycles I, II, and II), namely 70%, 81%, and 100% respectively. In cycle III, students' classical learning completeness has been achieved (Barlian, 2013).

Teacher's ability to manage learning

Based on data analysis, it was found that student activity in the Visual learning process in each cycle had increased. This has a positive impact on student learning achievement, which can be shown by the increase in the average student score in each cycle which continues to increase (Mitra Kasih La Ode Onde et al., 2021).

Teacher and Student Activities in Learning

Based on data analysis, it was found that the most dominant student activities in the Social Sciences learning process on the subject of natural resources were working using tools/media, listening/paying attention to teacher explanations, and discussions between students/between students and teachers. So it can be said that student activities can be categorized as active (La Ode Onde et al., 2021).

Meanwhile, the teacher's activities during learning have implemented the Visual learning steps well. This can be seen from the teacher's activities which appear to include the activities guiding and observing students in working on LKS activities/discovering concepts, explaining/training to use tools, providing feedback/evaluation/question and answer where the percentage for the above activities is quite large.

CONCLUSION

The research results that have been described over three cycles produce significant conclusions. First, the Visual Learning Method has been proven to be able to improve the quality of thematic learning, especially in the material on subtraction and addition number operations. Second, this method has a real positive impact on student learning achievement, as seen from the increase in student learning completeness in each cycle, namely from 70% in cycle I, and 81% in cycle II, to reaching 100% in cycle III.

Furthermore, the Visual Learning Method teaching model opens up opportunities for students to feel valued, allowing them to express opinions, thoughts, ideas, and questions. Students can also learn to work independently or in groups, demonstrating the ability to be accountable for individual and group tasks. Apart from that, the application of Visual Learning Methods also has a positive impact on student learning motivation, which can trigger higher enthusiasm for learning. This conclusion implies that Visual Learning Methods not only increase learning effectiveness but also support the holistic development of students' social skills and learning motivation.

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