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EFFORTS TO IMPROVE LEARNING ACHIEVEMENT THEME 3 OBJECTS AROUND ME SUBTHEME 1 MORNING ACTIVITIES BY APPLYING SIMULATION LEARNING METHODS TO STUDENTS OF GRADE I MIN 3 JAKARTA ACADEMIC YEAR 2019/2020

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ABSTRACT

This research is based on the following problems: (a) Does Simulation learning affect Thematic learning achievement in grade I students? (b) How high is the level of mastery of Thematic subject matter with the application of simulation learning methods to grade I, students? The objectives of this study are: (a) To reveal the effect of Simulation learning on Thematic learning achievement in grade I students. (b) Want to know how far the understanding and mastery of Thematic subjects after the application of Simulation learning to grade I, students. This study used three rounds of action research. Each round consists of four stages, namely: design, activity and observation, reflection, and revision. The target of this study was Grade I students. The data obtained are in the form of formative test results and observation sheets for teaching and learning activities. From the results of the analysts, it was found that student learning achievement increased from cycle I to cycle III, namely, cycle I (60%,), cycle II (78%), and cycle III (100%). The conclusion of this study is that Simulation can have a positive effect on the learning motivation of Grade I students, and this learning model can be used as an alternative to Thematic learning.

Keywords: *thematic, simulated, 3 objects*

INTRODUCTION

Education is able to develop children towards maturity. Because education itself is a deliberate effort of adults (parents or people who on the basis of their duties and grievances have an obligation to educate, such as teachers, kyai, and pastors in the religious sphere and others) with the influence of increasing the child towards maturity which is always interpreted as being able to cause moral responsibility from the child's actions (Umro, 2020).

Through education, humans can also learn through experience and practice to develop themselves into increasingly mature beings, both cognitively, affectively, and psychomotor, as stated by Chaplin in the dictionary of psychology. Learning is a relatively sedentary change in behavior as a result of practice and experience (Solle, n.d.).

As happened in MIN 3 Jakarta, it was found that many students did not understand the material in teaching and learning activities. Students do not understand in detail when the teacher only explains without any real media or learning model. This situation is exacerbated when students only get input from within the classroom. There is no effort to repeat lessons at home, such as doing LKS or other soa-soal exercises.

To achieve this goal, teachers also need to understand the background that affects student learning so that teachers can provide appropriate motivation to students. If motivation can be generated in the teaching and learning process, then learning outcomes will be optimal, the more appropriate the motivation given, the higher the success of learning, motivation

always determines the intensity of student learning efforts, in connection with this, motivation is very important in learning.

METHOD

This research is *action research* because the research is carried out to solve learning problems in the classroom (Wibawa, 2003). This research also includes descriptive research, because it describes how a learning technique is applied and how the desired results can be achieved (Khotimah et al., 2020).

According to (Sulastiyo, 2019), there are 4 kinds 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.

The four forms of action research above, there are similarities and differences. According to Oja and Smulyan, as cited by Kasbolah, (2000) (in Sukidin, et al. 2002:55), the characteristics of each study depend on (1) its main purpose or its pressure, (2) the level of Questioning and Answering between researchers and researchers from outside, (3) the process used in conducting research, and (4) the relationship between the project and the school.

This study uses the form of the teacher as a researcher, where the teacher plays a very important role in the process of classroom action research. In this form, the main purpose of classroom action research is to improve classroom learning practices. In this activity, the teacher is fully directly involved in the process of planning, action, observation, and reflection. The presence of other parties in this study has a non-dominant role and is very small.

This research refers to the continuous improvement of learning. Kemmis and Taggart (1988:14) state that the action research model is spiral-shaped. The stages of action research in a cycle include planning or implementing observations and reflections. This cycle continues and will be stopped if it suits your needs and feels that it is enough (Widayati, 2008).

The data collection tool in this study is a teacher-made test whose functions are: (1) to determine how well students have mastered the lesson material given in a certain time, (2) to determine whether a goal has been achieved, and (3) to obtain a score (Arikunto, 2006). While the purpose of the test is to find out the completeness of students' learning individually and classically.

RESULTS AND DISCUSSION

The research data obtained are in the form of trial results of question items, observation data in the form of observations on the management of Simulation Learning and observation of student and teacher activities at the end of learning, and student formative test data in each cycle.

The test result data of the question item items is used to get a test that really represents what is desired. These data are then analyzed for the level of validity, reliability, degree of difficulty, and differentiating power.

The observation sheet data is taken from two observations, namely observation data on the management of Simulation Learning which is used to determine the influence of the application of the Simulation Learning model in improving student learning achievement and data on observation of student and teacher activities.

Formative test data to determine the improvement in student learning achievement after applying Simulation Learning

A. Problem Item Analysis

Before carrying out data collection through research instruments in the form of tests and getting a good test, the test data is tested and analyzed. Trials were conducted on students outside the research targets. Analysis of the tests performed include:

1. Validity

The validity of the question items is intended to determine the feasibility of the test so that it can be used as an instrument in this study. From the calculation of 46 questions, 16 invalid questions and 30 valid questions were obtained. The results of the validity of the questions are summarized in the table below.

Table 4.1. Valid and Invalid Questions Student Formative Test

Valid Questions	Invalid Problem
1, 2, 3, 4, 7, 9, 10, 11, 12, 13, 14, 17, 19, 21, 23, 25, 26, 27, 28, 29, 30, 36, 37, 38, 39, 41, 42, 43, 44, 45	5, 6, 8, 15, 16, 18, 20, 22, 24, 31, 32, 33, 34, 35, 40, 46

2. Reliability

Questions that have met the validity requirements are tested for reliability. From the results of the calculations obtained the coefficient of reliability r_{11} of 0.554. This price is greater than the price of r product moment. For the number of students (N = 28) with r (95%) = 0.374. Thus the test questions used have met the reliability requirements.

3. Level of Distress (P)

The difficulty level is used to determine the difficulty level of the question. The results of the analysis showed that of the 46 questions tested, there were:

- 20 easy questions
- 15 medium questions
- 11 difficult questions

4. Differentiating Power

A differentiating power analysis is carried out to determine the ability of the question to distinguish high-ability students from low-ability students.

From the results of the differentiating power analysis, 16 questions were obtained, with enough 20 questions, and 10 questions with good questions. Thus, the test questions used have met the requirements of validity, reliability, level of difficulty, and differentiating power.

B. Analysis of Cycle Research Data

1. Cycle I

a. Planning Phase

At this stage, the researcher prepares a learning tool consisting of lesson plan 1, formative test questions 1, and supporting teaching tools.

b. Activity and Implementation Phase

The implementation of teaching and learning activities for the first cycle was carried out on September 7, 2019, in Class I with a total of 28 students. In this case the researcher acts as a teacher. The teaching and learning process refers to the lesson plan that has been prepared.

Observation (observation) is carried out in conjunction with the implementation of teaching and learning

At the end of the teaching and learning process, students are given a formative test I with the aim of knowing the level of student success in the teaching and learning process that has been carried out. The data from the research results in the first cycle are as follows:

Table 4.1 Management of Learning in Cycle I

No	Observed aspects	Valuation		Aver age
		P1	P2	
I	KBM observations			
	A. Introduction			
	1. Motivate students	2	2	2
	2. Delivering learning objectives	3	2	2
	3. Connect with previous lessons	2	2	3
	4. Organize students in study groups	2	2	2
	B. Core activities			
	1. Presenting the steps of the cooperative learning method	3	3	3
	2. Guiding students to do activities	3	3	3
	3. Practicing cooperative skills	3	3	3
	4. Keep an eye on each group in turns	3	3	3
	5. Providing assistance to groups experiencing difficulties			
	C. Cover			
	1. Guiding students to make summaries	3	3	3
	2. Provide evaluation	3	3	3
II	Time Management	2	2	2
III	Class Enthusiasm			
	1. Enthusiastic students	2	2	2
	2. Anti-semitic teacher	3	3	3
	Sum	33	32	33

Description: Value: Criteria

1) : Bad
2) : Not Good
3) : Good Enough
4) : Good

Based on the table above, the aspects that get the criteria are not good at motivating students, conveying learning goals, managing time, and enthusiastic students. The four aspects that received poor scores above, are a weakness that occurs in cycle I and will be used as study material for reflection and revision that will be carried out in cycle II.

Table 4.2. Formative Test Scores On Cycle I

No	Name Student	**Civics**	**BI**	**SBDP**	**PJOK**	**Mat**	**Average2**	Information	
								T	TT
1.	Aisyah Azzahra Janagasi	80	90	86	80	77	83	√	
2.	Akhtar Faris Arviyanto	80	90	86	80	77	83	√	
3.	Al Mia Khalisa Az Zahra	63	73	69	63	60	66		√
4.	Althaf Athariz Calief	60	70	66	60	57	63		√
5.	Alycia Larassati	85	95	91	85	82	88	√	
6.	Amira Diva Nirvana P	90	100	96	90	87	93	√	
7.	Arjuna Satria H	60	70	66	60	57	63		√
8.	Aulia Zahirsyah Oktaviani	73	83	79	73	70	76	√	
9.	Azka Naufal Athabarani	80	90	86	80	77	83	√	
10.	Bellvania Asyali	60	70	66	60	57	63		√
11.	Dzakwan Mu'afa	80	90	86	80	77	83	√	
12.	Fa'iq Akbar Suwardoyo	85	95	91	85	82	88	√	
13.	Fakhri Khairul Muzakki	83	93	89	83	80	86	√	
14.	Felicia Zahrani	84	94	90	84	81	87	√	
15.	Ghina Octaviana	79	89	85	79	76	82	√	
16.	Hafiizh Badii Algibran	60	70	66	60	57	63		√
17.	Hannah Princess Qonita	60	70	66	60	57	63		√
18.	Kalisya Hiltania Kahla	63	73	69	63	60	66		√
19.	Kania Azka Princess Saleh	79	89	85	79	76	82	√	
20.	Kayika Zefanya Qoratuain	73	83	79	73	70	76	√	
21.	Kefin Radhika Fajrial	85	95	91	85	82	88	√	
22.	Khaerunnisa Kurniyani	60	70	66	60	57	63		√
23.	Khayla Rahayu Duanti	73	83	79	73	70	76	√	
24.	Maher Wirasena Alracensya	79	89	85	79	76	82	√	

No	Name Student	**Civics**	**BI**	**SBDP**	**PJOK**	**Mat**	**Average2**	Information	
								T	TT
25.	Muhammad Alfachri Fahreza	60	70	66	60	57	63		√
26.	Muhammad Fardhan Pratama	73	83	79	73	70	76	√	
27.	Muwahid Awliya	60	70	66	60	57	63		√
28.	Nabilah Khairunnisa	60	70	66	60	57	63		√
Sum							2111	17	11
Ideal Maximum Score Count 2800 Total Score Reached 2111 The average score reached 75									

Information:

Q: Complete

TT: Incomplete

Number of completed students: 17

Number of students who have not been completed: 11

Classical: Incomplete

Table 4.3. Recapitulation of Student Formative Test Results In Cycle I

No	Description	Cycle I Results
1	The average score of the formative test	75
2	Number of students who have completed	17
3	their studies	60
	Percentage of learning completion	

From the table above, it can be explained that by applying Simulation Learning, the average score of student learning achievement is 75 and the completion of learning reaches 60% or there are 17 students out of 28 students who have completed learning. These results show that in the first cycle, classically students have not completed learning, because students who get a score of ≥ 65 are only 60% less than the desired percentage of completion of 85%. This is because students are new and unfamiliar with new methods applied in the teaching and learning process.

c. Reflection

In the implementation of teaching and learning activities, information is obtained from the results of observations as follows:

1) Teachers are not good at motivating students and at delivering learning objectives
2) Teachers are not good at managing time
3) Students are less enthusiastic during learning.

d. Fisi

The implementation of teaching and learning activities in the first cycle still has shortcomings, so there is a need for referencing to be carried out in the next cycle.

1) Teachers need to be more skilled in motivating students and clearer in delivering learning objectives. Where students are invited to be directly involved in every activity that will be carried out.
2) Teachers need to distribute time well by adding information they feel is necessary and giving notes
3) Teachers must be more skilled and passionate in motivating students so that students can be more enthusiastic.

2. Cycle II

a. Planning stage

At this stage, the researcher prepares a learning tool consisting of lesson plan 2, formative test questions II and supporting teaching tools.

b. Stage of activity and implementation

The implementation of teaching and learning activities for cycle II was carried out on September 14, 2019, in Class I with a total of 17 students. In this case the researcher acts as a teacher. The teaching and learning process refers to the lesson plan by paying attention to the revisions in cycle I, so that errors or shortcomings in cycle I are not repeated in cycle II. Observation (observation) is carried out in conjunction with the implementation of teaching and learning.

At the end of the teaching and learning process, students are given a formative test II with the aim of knowing the level of student success in the teaching and learning process that has been carried out. The instrument used is the formative test II. The data from the research results in cycle II are as follows.

Table 4.4. Learning Management in Cycle II

No	Observed aspects	Valuation		Average
		P1	P2	
I	KBM observations A. Introduction 1. Motivate students 2. Delivering learning objectives 3. Connect with previous lessons 4. Organize students in study groups	 3 3 4 3 3	 3 4 3 3 4	 3 3 3 3 4
	B. Core activities 1. Presenting the steps of the cooperative learning method 2. Guiding students to do activities C. Practicing cooperative skills D. Keep an eye on each group in turns E. Providing assistance to groups experiencing difficulties	 3 4 4 4 3	 4 4 4 4 3	 3 4 4 4 3

	i.Cover 1. Guiding students to make summaries 2. Provide evaluation	3 4	4 4	3 4
II	Time Management	3	3	3
III	Class Enthusiasm 1. Enthusiastic students 2. Anti-semitic teacher	4 4	3 4	3 4
	Sum	52	54	51

Description: Value: Criteria

1. : Bad
2. : Not Good
3. : Good Enough
4. : Good

From the table above, without the aspects observed in teaching and learning activities (cycle II) carried out by teachers by applying the fun learning method, they get a fairly good assessment from the observer. This means that from all assessments there is no undervalue. However, the assessment is not yet an optimal result, and hat there are several aspects that need attention for the improvement of the application of subsequent learning. These aspects are motivating students, guiding students to formulate conclusions/find concepts, and time management.

With the improvement of aspects I of the nature of the application of the Muhadasah learning method, it is hoped that students can conclude what they have learned and express their opinions so that they will better understand what they have done.

Table 4.4. Formative Test Scores In Cycle II

No	Name Student	**Civics**	**BI**	**SBDP**	**PJOK**	**Mat**	**Average2**	Information	
								T	TT
1.	Aisyah Azzahra Janagasi	86	96	92	87	83	89	√	
2.	Akhtar Faris Arviyanto	88	98	94	85	85	91	√	
3.	Al Mia Khalisa Az Zahra	78	88	84	87	75	81	√	
4.	Althaf Athariz Calief	76	86	82	90	73	79	√	
5.	Alycia Larassati	85	95	91	82	82	88	√	
6.	Amira Diva Nirvana P	90	100	96	89	87	93	√	
7.	Arjuna Satria H	73	83	79	73	70	76	√	

No	Name Student	**Civics**	**BI**	**SBDP**	**PJOK**	**Mat**	**Average2**	Information	
								T	TT
8.	Aulia Zahirsyah Oktaviani	73	83	79	70	70	76	√	
9.	Azka Naufal Athabarani	80	90	86	89	77	83	√	
10.	Bellvania Asyali	62	72	68	62	59	65		√
11.	Dzakwan Mu'afa	85	95	91	85	82	88	√	
12.	Fa'iq Akbar Suwardoyo	85	95	91	85	82	88	√	
13.	Fakhri Khairul Muzakki	83	93	89	83	80	86	√	
14.	Felicia Zahrani	80	90	86	77	77	83	√	
15.	Ghina Octaviana	88	98	94	87	85	91	√	
16.	Hafiizh Badii Algibran	60	70	66	60	57	63		√
17.	Hannah Princess Qonita	60	70	66	60	57	63		√
18.	Kalisya Hiltania Kahla	63	73	69	63	60	66		√
19.	Kania Azka Princess Saleh	88	98	94	87	85	91	√	
20.	Kayika Zefanya Qoratuain	80	90	86	77	77	83	√	
21.	Kefin Radhika Fajrial	88	98	94	87	85	91	√	
22.	Khaerunnisa Kurniyani	60	70	66	60	57	63		√
23.	Khayla Rahayu Duanti	80	90	86	77	77	83	√	
24.	Maher Wirasena Alracensya	88	98	94	87	85	91	√	

No	Name Student	**Civics**	**BI**	**SBDP**	**PJOK**	**Mat**	**Average2**	Information	
								T	TT
25.	Muhammad Alfachri Fahreza	60	70	66	60	57	63		√
26.	Muhammad Fardhan Pratama	73	83	79	73	70	76	√	
27.	Muwahid Awliya	73	83	79	73	70	76	√	
28.	Nabilah Khairunnisa	73	83	79	73	70	76	√	
Sum							2242	22	6
Ideal Maximum Score Count 2800 Total score reached 2242 Average score reached 80									

Information:

Q : Complete

TT: Incomplete

Number of completed students: 22

Number of students who have not yet completed: 6

Classical: Incomplete

Table 4.5. Student Formative Test Results In Cycle II

No	Description	Cycle II Results
1	The average score of formative test	80
2	Number of students who have completed	22
3	their studies Percentage of learning completion	78

From the table above, it is obtained that the average score of student learning achievement is 80 and the completion of learning reaches 78% or there are 22 students out of 28 students who have completed learning. These results show that in this cycle II, the classical completion of learning has improved slightly better than in cycle I. In addition, the ability of teachers has begun to increase in the teaching and learning process.

c. Reflection

In the implementation of learning activities, information is obtained from the results of observations as follows:

1) Motivate students
2) Guiding students to formulate conclusions/find concepts
3) Time management

d. Draft Revisions

The implementation of learning activities in cycle II still has shortcomings. Then there is a need for revisions to be implemented in cycle II, including:

1) Teachers in motivating students should be able to make students more motivated during the teaching and learning process.
2) The teacher should be closer to the student so that there is no feeling of fear in the student either to express an opinion or to ask questions.
3) Teachers must be more patient in guiding students to formulate conclusions/find concepts.
4) Teachers must distribute time properly so that learning activities can run as expected.
5) Teachers should add more sample questions and give students practice questions to do in each teaching and learning activity.

3. Cycle III

a. Planning Phase

At this stage, the researcher prepares a learning tool consisting of lesson plan 3, formative test questions 3, and supporting teaching tools.

b. Stages of activity and observation

The implementation of teaching and learning activities for cycle III was carried out on September 21, 2019, in Class I with a total of 28 students. In this case, the researcher acts as a teacher. The teaching and learning process refers to the lesson plan by paying attention to the revisions in cycle II, so that errors or shortcomings in cycle II are not repeated in cycle III. Observation (observation) is carried out in conjunction with the implementation of teaching and learning.

At the end of the teaching and learning process, students are given a formative test III with the aim of knowing the level of student success in the teaching and learning process that has been carried out. The instrument used is the III formative test. The data from the research results in cycle III are as follows:

Table 4.7. Learning Management in Cycle III

No	Observed aspects	Valuation		Average
		P1	P2	
I	KBM observations			
	A. Introduction			
	1. Motivate students	4	4	4
	2. Delivering learning objectives	4	4	4
	3. Connect with previous lessons	4	4	4
	4. Organize students in study groups			
	B. Core activities			
	1. Presenting the steps of the cooperative learning method	4	4	4
		4	4	4

	2. Guiding students to do activities	4	4	4
	3. Practicing cooperative skills	4	3	4
	4. Keep an eye on each group in turns	3	4	4
	5. Providing assistance to groups experiencing difficulties			
	C. Cover			
	1. Guiding students to make summaries	4	4	4
	2. Provide evaluation	4	4	4
II	Time Management	4	4	4
III	Class Enthusiasm			
	1. Students antusias	4	4	4
	2. Anti-semitic teacher	4	4	4
	Sum	55	55	56

Description: Value: Criteria

1: Not Good

2. : Not Good

3.: Good enough

4.: Good

From the table above, it can be seen that the aspects observed in teaching and learning activities (cycle III) carried out by teachers by applying the Simulation Learning method get a fairly good assessment from observers are motivating students, guiding students to formulate conclusions / find concepts, and managing time.

The improvement of the above aspects in applying the Simulation Learning method is expected to be successful as much as possible.

Table 4.6. Formative Test Scores In Cycle III

No	Name Student	**Civics**	**BI**	**SBDP**	**PJOK**	**Mat**	**Average2**	Information	
								T	TT
1.	Aisyah Azzahra Janagasi	90	100	96	86	87	93	√	
2.	Akhtar Faris Arviyanto	88	98	94	88	85	91	√	
3.	Al Mia Khalisa Az Zahra	90	100	96	78	87	93	√	
4.	Althaf Athariz Calief	93	103	99	76	90	96	√	
5.	Alycia Larassati	85	95	91	85	82	88	√	
6.	Amira Diva Nirvana P	92	102	98	90	89	95	√	
7.	Arjuna Satria H	80	90	86	60	77	83	√	

No	Name Student	**Civics**	**BI**	**SBDP**	**PJOK**	**Mat**	**Average2**	Information	
								T	TT
8.	Aulia Zahirsyah Oktaviani	73	83	79	73	70	76	√	
9.	Azka Naufal Athabarani	92	102	98	80	89	95	√	
10.	Bellvania Asyali	74	84	80	74	71	77	√	
11.	Dzakwan Mu'afa	80	90	86	80	77	83	√	
12.	Fa'iq Akbar Suwardoyo	90	100	96	88	87	93	√	
13.	Fakhri Khairul Muzakki	88	98	94	83	85	91	√	
14.	Felicia Zahrani	94	90	86	93	77	87	√	
15.	Ghina Octaviana	90	100	96	87	87	93	√	
16.	Hafiizh Badii Algibran	84	94	90	84	81	87	√	
17.	Hannah Princess Qonita	86	96	92	83	83	89	√	
18.	Kalisya Hiltania Kahla	84	94	90	84	81	87	√	
19.	Kania Azka Princess Saleh	88	98	94	83	85	91	√	
20.	Kayika Zefanya Qoratuain	84	94	90	84	81	87	√	
21.	Kefin Radhika Fajrial	88	98	94	83	85	91	√	
22.	Khaerunnisa Kurniyani	84	94	90	84	81	87	√	
23.	Khayla Rahayu Duanti	88	98	94	83	85	91	√	
24.	Maher Wirasena Alracensya	84	94	90	84	81	87	√	
25.	Muhammad Alfachri Fahreza	88	98	94	83	85	91	√	
26.	Muhammad Fardhan Pratama	84	94	90	84	81	87	√	
27.	Muwahid Awliya	86	96	92	83	83	89	√	

No	Name Student	**Civics**	**BI**	**SBDP**	**PJOK**	**Mat**	**Average2**	Information	
								T	TT
28.	Nabilah Khairunnisa	86	96	92	83	83	89	√	
Sum							2487	28	0
Ideal Maximum Score Count 2800 Total score reached 2487 Average score reached 88									

Information:

Q : Complete

TT: Incomplete

Number of completed students: 28

Number of students who have not yet completed : 0

Classical : Complete

Table 4.7. Student Formative Test Results In Cycle III

No	Description	Cycle III Results
1	Average score of formative test	88
2	Number of students who have completed	28
3	their studies	100
	Percentage of learning completion	

Based on the table above, the average score of the formative test was 8 8 and from 28 students who achieved learning completion. So classically the completeness of learning that has been achieved is 100% (including the complete category). The results in cycle III have improved better than cycle II. The increase in learning outcomes in cycle III is influenced by an increase in students' ability to learn the subject matter that has been applied so far and there is a group responsibility of students who are more capable of teaching their underprivileged friends.

c. Reflection

At this stage, it is studied what has been done well and what is still not good in the teaching and learning process with the application of Simulation Learning. From the data that has been obtained, it can be described as follows:

1) During the teaching and learning process the teacher has carried out all the learning well. Although there are some aspects that are rudimentary, but the percentage of their implementation for each of them is quite large.
2) Based on the observational data, it is known that students are active during the learning process.
3) Deficiencies in previous cycles have improved and improved so that they become better.
4) Siswsa's learning outcomes in cycle III reached completion.

d. Revised Implementation

In cycle III, teachers have implemented Simulation Learning well and judging from student activities and student learning outcomes, the implementation of the teaching and

learning process has gone well. Then there is no need for too many revisions, but what needs to be considered for the next action is to maximize and maintain what already exists with the aim that in the implementation of the next teaching and learning process the application of Simulation Learning can improve the teaching and learning process so that learning objectives can be achieved.

C. Discussion

1. Completeness of Student Learning Outcomes

The results of this research show that Simulation Learning has a positive impact on increasing student learning achievement. This can be seen from the increasingly stable understanding and mastery of students with the material that has been delivered by the teacher so far (learning completion increases from SKUs I, II, and III) which are 60%, 78%, and 100%, respectively. In cycle III, the completion of student learning has been classically achieved.

2. Teacher's Ability to Manage Learning

Based on data analysis, student activity in the Simulation Learning process in each cycle has increased. This has a positive impact on improving student learning achievement and mastery of the subject matter that has been received so far, which can be shown by the increase in the average score of students in each cycle which continues to increase.

3. Teacher and Student Activities in Learning

Based on data analysis, student activities are obtained in the Thematic learning process with Simulation Learning the most dominant is, listening/paying attention to the teacher's explanation, and discussions between students / between students and teachers. So it can be said that isiwa activities can be categorized as active.

As for the activities of teachers during learning, they have implemented the Simulation Learning steps well. This can be seen from the teacher's activities that appear, including guiding and observing students in doing activities, explaining material that students do not understand, and giving feedback/evaluation/question and answer where the percentage for the above activities is quite large.

CONCLUSION

The Simulation Learning Method teaching model can improve the quality of learning Learning with the Simulation Learning Method has a positive impact in increasing student learning achievement which is characterized by an increase in student learning completeness in each cycle, namely cycle I (60%,), cycle II (78%), cycle III (100%).

The teaching model of the Simulation Learning Method can make students feel that they have received attention and the opportunity to express opinions, ideas, ideas and questions. Students can work independently or in groups, and are able to account for all individual and group tasks. The application of learning with the Simulation Learning Method has a positive influence, which can increase student learning creativity.

Suggestion

From the research results obtained from the previous description so that the mathematics teaching and learning process is more effective and provides optimal results for students, the following suggestions are submitted: To implement the teaching model of the

Simulation Learning Method requires careful preparation, so teachers must be able to determine or choose topics that can really be applied by learning with the Simulation Learning Method in the teaching and learning process so that optimal results are obtained.

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