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EFFORTS TO IMPROVE THEMATIC LEARNING ACHIEVEMENT MATERIAL THEME 7 LEADERSHIP SUBTHEME 3 LET'S LEAD BY APPLYING THE LEARNING BY DOING LEARNING MODEL TO GRADE VI STUDENTS OF MADRASAH IBTIDAIYAH NEGERI 3 EAST JAKARTA ACADEMIC YEAR 2018/2019

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ABSTRACT

This research is based on the following problems: (a) Does learning by doing affect Thematic learning achievement in Class VI Students? (b) How high is the level of mastery of Thematic subject matter with the application of learning by doing learning methods to Class VI Students?
The objectives of this study are: (a) To uncover the flow of learning by doing on Thematic learning achievements in Class VI Students. (b) Want to know how far the understanding and mastery of Thematic subjects after the application of learning by doing to Grade VI 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 Class VI 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 (66%), cycle II (83%), cycle III (100%).
The conclusion of this study is that the learning-by-doing method can have a positive effect on the learning motivation of Class VI students, and this learning model can be used as a thematic alternative

Keywords: *thematic, learning, curriculum*

INTRODUCTION

In education curriculum development is indispensable. This is related to the learning orientation of the ever-evolving time. The need for learning that applies contemporary models and is oriented towards learning for life is very necessary (Widiyati, 2020). Therefore, education practitioners always evaluate the nature of this curriculum.

In the curriculum model, models can be used to determine the material (content) of learning and methods in the achievement of such material, in the sense that the model provides a framework for determining choices. Mastering various models is beneficial in certain learning situations.

As quoted by Utami Munandar in his book Development of Creativity of Gifted Children, Talents stated that not only do academic talents need to be nurtured and valued in schools, in his model can be distinguished six talents that can be developed in schools tailor (Muhajir & Moleong, n.d.). As stated in the curriculum guide, the program is structured to teach academic content, creativity, planning skills, communication, prediction, and decision-making

The most influential environment in shaping children's creativity is school because there is a process of educational interaction that requires students to follow the existing system of rules. A good school will prioritize learning comfort for its students, therefore teachers have a great impact, not only on children's educational performance but also on attitudes.

In addition, teachers have a great impact not only on children's educational achievement, but also on attitudes toward schools and towards learning in general. In an effort to bring about, stimulate, and foster the growth of creativity, teachers must organize their teaching attitudes and philosophies.

In learning, what needs to be considered is:

1. Learning is very important and very fun
2. Children deserve to be appreciated and cherished as a unique person
3. Children should be active learners. They need to be encouraged to bring their experiences, ideas, interests, and materials within the classroom. Students are given the opportunity to talk together with the teacher about the goals of work/study every day, and need to be given autonomy in determining how to achieve them.
4. The child needs to feel comfortable and stimulated in the classroom so that there is no pressure or tension.
5. Children must have a sense of belonging and pride in the classroom. They need to be involved in designing learning activities and can bring materials from home.
6. Teachers are sources, not policemen or gods. The child should respect the teacher, but feel safe and comfortable with the teacher. Nara
7. Teachers are competent, but they don't need to be perfect.
8. The child needs to feel free to discuss issues openly, both with the teacher and with peers.

METHOD

Cole and Knowles (Prendergast (2002:3-4) state that, classroom action research can lead teachers to collaborate, reflect, and ask questions with each other with the aim of not only teaching programs and methods but also helping teachers develop personal relationships (Herlina, 2022). Knowles' statement is also supported by Noffke (Prendergast (2002:5), that classroom action research can encourage teachers to reflect on their learning practices to build deep understanding and develop personal and social relationships between teachers. Whitehead (1993) states, that classroom action research can facilitate teachers to develop an understanding of pedagogy in order to improve learning.

In accordance with the type of research chosen, namely action research, this research uses an action research model from Kemmis and Taggert (in Arikunto, Suharsimi, 2002: 83) which is in the form of a spiral from one cycle to the next. Each cycle includes *planning*, *action*, *observation*, and *reflection* (Hidayah, 2021). The next step in the cycle is revised planning, action, observation, and reflection. Before entering the first cycle, preliminary actions are carried out in the form of identifying problems.

A. Research Instruments
- Syllabus
- Lesson Plan (RP)
- Student Activity Sheet
- Formative Test

B. Data Collection Methods

The data needed in this study were obtained through the observation of active learning processing, observation of student and teacher activities, and formative tests.

C. Data Analysis Techniques

This study uses qualitative descriptive analysis techniques, which is a research method that describes reality or facts in accordance with the data obtained with the aim of determining the learning achievements achieved by students as well as obtaining student responses to learning activities and student activities during the learning process (Alawia, 2019)

RESULTS AND DISCUSSION

The research data obtained is in the form of trial results of question item items, observation data in the form of management observations

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 Learning By Doing which is used to determine the influence of the application of the Learning By Doing 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 Learning By Doing 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 validits 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, 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 May 7, 2018 in Class VI with a total of 18 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		Average
		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**	**IPA**	**IPS**	**Mat**	**Average2**	Information	
								T	TT
1	Al-Farel Zaini Amirullah	80	90	86	80	77	83	√	
2	Aly Rossyd Afwghony Son	80	90	86	80	77	83	√	
3	Alya Febriana	63	73	69	63	60	66		√
4	Amanda Rafeyfa Asyila. M	60	70	66	60	57	63		√
5	Aulia Hasna Suhandini Princess	85	95	91	85	82	88	√	
6	Ayu Pasha	90	100	96	90	87	93	√	
7	Azmi Wijayanto	60	70	66	60	57	63		√
8	Bayu Fareel Armansah	60	70	66	60	57	63		√
9	Bella Adhitya Ayu S	80	90	86	80	77	83	√	
10	Deandra Tatyana Princess	60	70	66	60	57	63		√
11	Lord Ayu Salsabila	80	90	86	80	77	83	√	
12	Dido Wili Figoera	85	95	91	85	82	88	√	

No	Name Student	**Civics**	**BI**	**IPA**	**IPS**	**Mat**	**Average2**	Information	
								T	TT
13	Doni Hermawan Surbakti	83	93	89	83	80	86	√	
14	Fakhri Fathurrahman Winarto	93	90	86	93	77	87	√	
15	Fathurahman Nuska	84	94	90	84	81	87	√	
16	Fatih Rizky Ananda	79	89	85	79	76	82	√	
17	Genendra Abrar	60	70	66	60	57	63		√
18	Izza Billah	60	70	66	60	57	63		√
19	Kazdan Azikra Maryadi	80	90	86	80	77	83	√	
20	Levana Reiko.D	83	93	89	83	80	86	√	
21	Maulidina Nuruddiniyah	93	90	86	93	77	87	√	
22	Muhammad Fahmy Pasha	60	70	66	60	57	63		√
23	Muhammad Hili Dzikrurahman	80	90	86	80	77	83	√	
24	Muhammad Pasha Son of R	83	93	89	83	80	86	√	
25	Muhammad Ridwan	93	90	86	93	77	87	√	
26	Muhammad Ryan Syaufiq	60	70	66	60	57	63		√
27	Muhammad Sholeh Putra	83	93	89	83	80	86	√	
28	Nasywa Princess Aurelia Sanjaya	93	90	86	93	77	87	√	

No	Name Student	**Civics**	**BI**	**IPA**	**IPS**	**Mat**	**Average2**	Information	
								T	TT
29	Nazwa Salsabila Anhar	83	93	89	83	80	86	√	
30	Oktavia Ramadhani	80	90	86	80	77	83	√	
31	Raisa Cerelia Fitri M	80	90	86	80	77	83	√	
32	Sania Salfa	60	70	66	60	57	63		√
33	Selena Firza Octavia	85	95	91	85	82	88	√	
34	Wildan Revaya Ar-Raniry	83	93	89	83	80	86	√	
35	Yusriana Makhrunisa Joseph	93	90	86	93	77	87	√	√
36	Zayyan Fairuz Fawwaz	60	70	66	60	57	63		√
Sum							2814	24	12
Ideal Maximum Score Count 3600 Total score reached 2814 Average score reached 63									

Description: T : Complete
TT : Incomplete
Number of completed students : 24
Number of students who have not yet completed : 12
Classical : Incomplete

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

No	Description	Cycle I Results
1	Average score of formative test	63
2	Number of students who have completed their studies	24
3	Percentage of learning completion	66

From the table above, it can be explained that by applying Learning By Doing, the average score of student learning achievement is 66 and learning completion reaches 66% or there are 24 students out of 12 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 66% 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 May 14, 2018 in Class VI with a total of 36 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 I. 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
	II. Core activities 1. Presenting the steps of the cooperative learning method	3	4	3

	2. Guiding students to do activities	4	4	4
	3. Practicing cooperative skills	4	4	4
	4. Keep an eye on each group in turns	4	4	4
	5. Providing assistance to groups experiencing difficulties	3	3	3
	III. Cover			
	1. Guiding students to make summaries	3	4	3
	2. Provide evaluation	4	4	4
II	Time Management	3	3	3
	Class Enthusiasm			
III	1. Enthusiastic students	4	3	3
	2. Anti-semitic teacher	4	4	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 refinement of aspects 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**	**IPA**	**IPS**	**Mat**	**Average2**	Information	
								T	TT
1	Al-Farel Zaini Amirullah	86	96	92	87	83	89	√	
2	Aly Rossyd Afwghony Son	88	98	94	85	85	91	√	
3	Alya Febriana	60	70	66	77	57	63		√
4	Amanda Rafeyfa Asyila. M	87	97	93	87	84	90	√	
5	Aulia Hasna Suhandini Princess	85	95	91	82	82	88	√	

No	Name Student	**Civics**	**BI**	**IPA**	**IPS**	**Mat**	**Average2**	Information	
								T	TT
6	Ayu Pasha	90	100	96	89	87	93	√	
7	Azmi Wijayanto	60	70	66	77	57	63		√
8	Bayu Fareel Armansah	73	83	79	70	70	76	√	
9	Bella Adhitya Ayu S	80	90	86	89	77	83	√	
10	Deandra Tatyana Princess	63	73	69	63	60	66		√
11	Lord Ayu Salsabila	80	90	86	77	77	83	√	
12	Dido Wili Figoera	88	98	94	87	85	91	√	
13	Doni Hermawan Surbakti	83	93	89	85	80	86	√	
14	Fakhri Fathurrahman Winarto	93	90	86	77	77	87	√	
15	Fathurahman Nuska	87	97	93	87	84	90	√	
16	Fatih Rizky Ananda	84	94	90	81	81	87	√	
17	Genendra Abrar	83	93	89	83	80	86	√	
18	Izza Billah	90	100	96	87	87	93	√	
19	Kazdan Azikra Maryadi	63	73	69	63	60	66		√
20	Levana Reiko.D	83	93	89	83	80	86	√	
21	Maulidina Nuruddiniyah	93	90	86	93	77	87	√	
22	Muhammad Fahmy Pasha	87	97	93	87	84	90	√	√
23	Muhammad Hili Dzikrurahman	80	90	86	80	77	83	√	

No	Name Student	**Civics**	**BI**	**IPA**	**IPS**	**Mat**	**Average2**	Information	
								T	TT
24	Muhammad Pasha Son of R	83	93	89	83	80	86	√	
25	Muhammad Ridwan	90	100	96	87	87	93	√	
26	Muhammad Ryan Syaufiq	87	97	93	87	84	90	√	
27	Muhammad Sholeh Putra	83	93	89	83	80	86	√	
28	Nasywa Princess Aurelia Sanjaya	90	100	96	87	87	93	√	
29	Nazwa Salsabila Anhar	83	93	89	83	80	86	√	
30	Oktavia Ramadhani	90	100	96	87	87	93	√	
31	Raisa Cerelia Fitri M	80	90	86	80	77	83	√	
32	Sania Salfa	60	70	66	60	57	63		√
33	Selena Firza Octavia	90	100	96	87	87	93	√	
34	Wildan Revaya Ar-Raniry	90	100	96	87	87	93	√	
35	Yusriana Makhrunisa Joseph	90	100	96	87	87	93	√	
36	Zayyan Fairuz Fawwaz	60	70	66	60	57	63		√
Sum							3032	30	6
Ideal Maximum Score Count 3600 Total Score Reached 3032 Average score reached 84									

Information:

Q	: Complete
TT	: Incomplete
Number of completed students	: 30
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	Average score of formative test	84
2	Number of students who have completed their studies	30
3	Percentage of learning completion	83

From the table above, the average score of student learning achievement is 84 and the completion of learning reaches 83% or there are 30 students out of 36 students who have completed learning. These results show that in this cycle II the classical completion of learning has improved slightly better than 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 May 21, 2018 in Class VI with a total of 36 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	4	4	4
	B. Core activities			
	1. Presenting the steps of the cooperative learning method	4	4	4
	2. Guiding students to do activities	4	4	4
	3. Practicing cooperative skills	4	4	4
	4. Keep an eye on each group in turns			
	5. Providing assistance to groups experiencing difficulties	4	3	4
		3	4	4
	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. Antusia students	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 Learning By Doing method get a fairly good assessment from observers are motivating students, guiding students to formulate conclusions / find concepts, and time management.

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

Table 4.6. Formative Test Scores In Cycle III

No	Name Student	**Civics**	**BI**	**IPA**	**IPS**	**Mat**	**Average2**	Information	
								T	TT
1	Al-Farel Zaini Amirullah	90	100	96	86	87	93	√	
2	Aly Rossyd Afwghony Son	88	98	94	88	85	91	√	
3	Alya Febriana	90	100	96	78	87	93	√	
4	Amanda Rafeyfa Asyila. M	93	103	99	76	90	96	√	
5	Aulia Hasna Suhandini Princess	85	95	91	85	82	88	√	
6	Ayu Pasha	92	102	98	90	89	95	√	
7	Azmi Wijayanto	80	90	86	60	77	83	√	
8	Bayu Fareel Armansah	73	83	79	73	70	76	√	
9	Bella Adhitya Ayu S	92	102	98	80	89	95	√	
10	Deandra Tatyana Princess	74	84	80	74	71	77	√	
11	Lord Ayu Salsabila	80	90	86	80	77	83	√	
12	Dido Wili Figoera	90	100	96	88	87	93	√	
13	Doni Hermawan Surbakti	88	98	94	83	85	91	√	
14	Fakhri Fathurrahman Winarto	94	90	86	93	77	87	√	
15	Fathurahman Nuska	90	100	96	87	87	93	√	
16	Fatih Rizky Ananda	84	94	90	84	81	87	√	

No	Name Student	**Civics**	**BI**	**IPA**	**IPS**	**Mat**	**Average2**	Information	
								T	TT
17	Genendra Abrar	86	96	92	83	83	89	√	
18	Izza Billah	90	100	96	90	87	93	√	
19	Kazdan Azikra Maryadi	83	93	89	83	80	86	√	
20	Levana Reiko.D	83	93	89	83	80	86	√	
21	Maulidina Nuruddiniyah	93	90	86	93	77	87	√	
22	Muhammad Fahmy Pasha	87	97	93	87	84	90	√	
23	Muhammad Hili Dzikrurahman	90	100	96	87	87	93	√	
24	Muhammad Pasha Son of R	83	93	89	83	80	86	√	
25	Muhammad Ridwan	90	100	96	87	87	93	√	
26	Muhammad Ryan Syaufiq	87	97	93	87	84	90	√	
27	Muhammad Sholeh Putra	83	93	89	83	80	86	√	
28	Nasywa Princess Aurelia Sanjaya	90	100	96	87	87	93	√	
29	Nazwa Salsabila Anhar	83	93	89	83	80	86	√	
30	Oktavia Ramadhani	90	100	96	87	87	93	√	
31	Raisa Cerelia Fitri M	80	90	86	80	77	83	√	
32	Sania Salfa	90	100	96	87	87	93	√	
33	Selena Firza Octavia	88	98	94	83	85	91	√	
34	Wildan Revaya Ar-Raniry	90	100	96	87	87	93	√	

No	Name Student	**Civics**	**BI**	**IPA**	**IPS**	**Mat**	**Average2**	Information	
								T	TT
35	Yusriana Makhrunisa Joseph	90	100	96	87	87	93	√	
36	Zayyan Fairuz Fawwaz	88	98	94	83	85	91	√	
Sum							3216	36	0
Ideal Maximum Score Count 3600 Total score reached 3216 Average score reached 89									

Description:

T : Complete
TT : Incomplete
Number of completed students : 36
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	The average score of formative test	89
2	Number of students who have completed their studies	36
3	Percentage of learning completion	100

Based on the table above, the average score of the formative test was obtained from 89 and from 36 students who had 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 Learning By Doing. 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 Learning By Doing well, and judging from student activities and student learning outcomes, the implementation of the teaching and learning process has gone well. So there is no need for too many revisions, but what needs to be considered for the next action is to maximize and maintain what is already there with the aim that in the implementation of the teaching and learning process then the application of Learning By Doing can improve the teaching and learning process so that learning objectives can be achieved.

Discussion

1. Completeness of Student Learning Outcomes

The results of this research, it shows that Learning by Doing has a positive impact in improving 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 66%, 83%, 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 Learning By Doing learning process has increased in each cycle. 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 Learning By Doing 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 Learning By Doing 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, giving feedback / evaluation / question and answer where the percentage for the above activities is quite large.

CONCLUSION

Based on the results of the research that has been presented for three cycles, the results of all discussions and analyzes that have been carried out can be concluded as follows:

1. Teaching model Learning by doing learning methods can improve the quality of Thematic learning.
2. Learning with the learning by doing 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 (66%), cycle II (83%), cycle III (100%).
3. Teaching model Learning by doing learning methods can make students feel that they have received attention and the opportunity to express opinions, ideas, ideas, and questions.
4. Students can work independently or in groups, and are able to account for all individual and group tasks.
5. The application of learning with the learning-by-doing 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 Thematic teaching and learning process is more effective and provides optimal results for students, the following suggestions are submitted:

1. To implement the teaching model The learning by doing learning method requires careful preparation, so the teacher must be able to determine or choose a topic that can really be applied to learning with the learning method of learning by doing in the teaching and learning process so that optimal results are obtained.
2. In order to improve student learning achievement, teachers should train students more often with various teaching methods, albeit in a simple way, where students can later discover new knowledge, acquire concepts and skills, so that students succeed or are able to solve the problems they face.
3. There needs to be more research, because the results of this study are only carried out in ... school year...
4. For similar research, improvements should be made to obtain better results.

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