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EFFORTS TO IMPROVE THEMATIC LEARNING ACHIEVEMENT MATERIAL THEME 5 MY EXPERIENCE SUB THEME 2 MY EXPERIENCE WITH FRIENDS BY APPLYING THE LEARNING BY DOING LEARNING MODEL TO STUDENTS OF GRADE I MI NEGERI 3 JAKARTA ACADEMIC YEAR 2021/2022

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ABSTRACT

This research is based on the following problems: (a) Does learning by doing affect Thematic learning achievement in Grade I Students? (b) How high is the level of mastery of Thematic subject matter with the application of learning by doing learning methods to Grade I Students?

The objectives of this study are: (a) To uncover the flow of learning by doing 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 learning by doing 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 refisi. The target of this study was Grade I students . The data obtained are in the form of formative test results, 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 (64%), cycle II (75%), cycle III (100%).

The conclusion of this research is that the learning by doing method can have a positive effect on the learning motivation of Grade I students, and this learning model can be used as a thematic alternative

Keywords: *thematic*, learning, *learning achievements*

INTRODUCTION

In education curriculum development is indispensable (Azis, 2018). This is related to the learning orientation of the ever-evolving time. The need for learning that applies the current model and is oriented towards learning for life is very necessary (Pitrianis, 2022). 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 achieving the material. The model provides a framework for determining choices (Subakti et al., 2021). Mastering various models is beneficial in certain learning situations (Senko & Miles, 2008).

As Utami Munandar quoted in his book Development of Creativity of Gifted Children, Talents and stated that not only do academic talents need to be nurtured and valued in schools, in his model six talents can be distinguished that can be developed in schools (Munandar, 2016). As stated in the curriculum guide, the program is structured to teach academic content, creativity, planning skills, communication, prediction, and decision-making Taylor (Muhajir & Moleong, n.d.)

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 (Aziz & Anwar, 2016). 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 (Fatah, 2020) .

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 (Ruijs & Peetsma, 2009). 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.

Based on the background and description above, the author will write a thesis with the title: " Efforts to Improve Thematic Learning Achievement Material Theme 5 My Experience Sub Theme 2 My Experience with Friends By Applying the Learning By Doing Learning Model to Students of Class I MI Negeri 3 Jakarta Academic Year 2021/2022

METHOD

PTK can assist in the development of teacher competencies in solving problems (Fitria et al., 2019). In PTK, learning includes the quality of content, efficiency, and effectiveness of learning, processes, and student learning outcomes, as well as improving learning abilities will have an impact on improving the personal, social, and professional competence of teachers (Asminarseh, 2018).

Lewin (in Prendergast, 2002:2) expressly states, that classroom action research is a way for teachers to organize learning based on their own experiences or their experiences collaborating with other teachers. Meanwhile, Calhoun and Glanz (in Prendergast, 2002:2) state that classroom action research is a method to empower teachers who are able to support school creative performance. In addition, Prendergast (2002:3) also states, that classroom action research is a vehicle for teachers to systematically reflect and act in their teaching to improve student learning processes and outcomes.

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. 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

A. Research Design

According to his understanding, action research is research on things that happen in a group of people or targets, and the results can be directly imposed on the community concerned (Arikunto, 1993). The main characteristic or characteristic in action research is the participation and collaboration between researchers and members of the target group. Action research is a problem-solving strategy that utilizes concrete actions in the form of an invovative development process that is tried on the go in detecting and solving problems. In the process, the parties involved in such activities can support each other.

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*. 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.

B. Research Instruments

The instruments used in this study consisted of:

1. Syllabus
2. Lesson Plan (RP)
3. Student Activity Sheet
4. Formative tests
   a. Test Validity
   b. Reliability
   c. Level of Hardship
   d. Differentiating Power

C. 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.

D. Data Analysis Techniques

To find out the effectiveness of a method in learning activities, it is necessary to conduct data analysis. In this study using qualitative descriptive analysis techniques, which is a research method that describes reality or facts in accordance with the data obtained with the aim of knowing the learning achievements achieved by students as well as to obtain student responses to learning activities and student activities during the learning process.

RESULTS AND DISCUSSION

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, 2021 in Class I with a total of 29 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**	**SBDP**	**PJOK**	**Mat**	**Average2**	Information	
								T	TT
1	Adila Misha Malika	61	71	67	61	58	64		√

No	Name Student	**Civics**	**BI**	**SBDP**	**PJOK**	**Mat**	**Average2**	Information	
								T	TT
2	Adinata Ridho Pratama	80	90	86	80	77	83	√	
3	Adistia Tallulah Kamania	63	73	69	63	60	66		√
4	Arli Son of Desiantoro	76	86	82	76	73	79	√	
5	Aydin Odayaka Belle	85	95	91	85	82	88	√	
6	Daffa Hafidz Al Ambya	90	100	96	90	87	93	√	
7	Anticipated Rania Sakhavani	60	70	66	60	57	63		√
8	Evelyn Jasmine Arianto Poetri	73	83	79	73	70	76	√	
9	Ghania Alzena	80	90	86	80	77	83	√	
10	Gibran Prawira	74	84	80	74	71	77	√	
11	Keanu Al Fatih Irdiawan	80	90	86	80	77	83	√	
12	Kevin Azka Son of Saleh	85	95	91	85	82	88	√	
13	Kinandari Gemala Arianti	83	93	89	83	80	86	√	
14	Miftahul Fauzan Arbianto	93	90	86	93	77	87	√	
15	Muhammad Abbas Rasyid	84	94	90	84	81	87	√	

No	Name Student	**Civics**	**BI**	**SBDP**	**PJOK**	**Mat**	**Average2**	Information	
								T	TT
16	Muhammad Afif Al Abrizams	79	89	85	79	76	82	√	
17	Muhammad Al Fatih Evan Qurtubi	83	93	89	83	80	86	√	
18	Muhammad Arjuna Bimantara	90	100	96	90	87	93	√	
19	Muhammad Arkhan Labib	72	82	78	72	69	75	√	
20	Muhammad Haidar Hartoyo	81	91	87	81	78	84	√	
21	Muhammad Irfan Haidar Ghabira	60	70	66	60	57	63		√
22	Muhammad Raffi Hermawan	55	65	61	55	52	58		√
23	Najwa Kamila Haryanto	62	72	68	62	59	65		√
24	Razan Kaindra Muhadzdzib	90	100	96	90	87	93	√	
25	Shinta Hamda Sakhia	61	71	67	61	58	64		√
26	Shahla Irsa Salsabila	61	71	67	61	58	64		√
27	Tsaqif Almer Al Fauzi	62	72	68	62	59	65		√
28	Yumna Najma Orlin	60	70	66	60	57	63		√
Sum							2158	18	10
Ideal Maximum Number of Scores 2800									

No	Name Student	**Civics**	**BI**	**SBDP**	**PJOK**	**Mat**	**Average2**	Information	
								T	TT
Total Score Reached 2158 Average score reached 77									

Description: T : Complete
TT : Incomplete
Number of completed students : 18
Number of students who have not completed : 10
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	77
2	Number of students who have completed their studies	18
3	Percentage of learning completion	64

From the table above, it can be explained that by applying Learning By Doing Learning, the average score of student learning achievement is 7 7and learning completion reaches 64% or there are 18 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 64% 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, 2021 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 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			
	➢ Introduction			
	1. Motivate students	3	3	3
	2. Delivering learning objectives	3	4	3
	3. Connect with previous lessons	4	3	3
	4. Organize students in study groups	3	3	3
		3	4	4
	➢ 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
	➢ Cover			
	1. Guiding students to make summaries	3	4	3
	2. Provide evaluation	4	4	4
II	Time Management	3	3	3
III	➢ Class Enthusiasm			
	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, for that 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	Adila Misha Malika	60	70	66	67	57	63		√
2	Adinata Ridho Pratama	88	98	94	85	85	91	√	
3	Adistia Tallulah Kamania	78	88	84	87	75	81	√	
4	Arli Son of Desiantoro	76	86	82	90	73	79	√	
5	Aydin Odayaka Belle	85	95	91	82	82	88	√	
6	Daffa Hafidz Al Ambya	90	100	96	89	87	93	√	
7	Anticipated Rania Sakhavani	60	70	66	77	57	63		√
8	Evelyn Jasmine Arianto Poetri	73	83	79	70	70	76	√	
9	Ghania Alzena	80	90	86	89	77	83	√	
10	Gibran Prawira	74	84	80	71	71	77	√	

No	Name Student	**Civics**	**BI**	**SBDP**	**PJOK**	**Mat**	**Average2**	Information	
								T	TT
11	Keanu Al Fatih Irdiawan	80	90	86	77	77	83	√	
12	Kevin Azka Son of Saleh	88	98	94	87	85	91	√	
13	Kinandari Gemala Arianti	83	93	89	85	80	86	√	
14	Miftahul Fauzan Arbianto	93	90	86	77	77	87	√	
15	Muhammad Abbas Rasyid	87	97	93	87	84	90	√	
16	Muhammad Afif Al Abrizams	84	94	90	81	81	87	√	
17	Muhammad Al Fatih Evan Qurtubi	83	93	89	83	80	86	√	
18	Muhammad Arjuna Bimantara	90	100	96	87	87	93	√	
19	Muhammad Arkhan Labib	83	93	89	80	80	86	√	
20	Muhammad Haidar Hartoyo	81	91	87	78	78	84	√	
21	Muhammad Irfan Haidar Ghabira	60	70	66	67	57	63		√
22	Muhammad Raffi Hermawan	89	99	95	80	86	92	√	
23	Najwa Kamila Haryanto	90	100	96	87	87	93	√	

No	Name Student	**Civics**	**BI**	**SBDP**	**PJOK**	**Mat**	**Average2**	Information	
								T	TT
24	Razan Kaindra Muhadzdzib	60	70	66	75	57	63		√
25	Shinta Hamda Sakhia	60	70	66	57	57	63		√
26	Shahla Irsa Salsabila	87	97	93	87	84	90	√	
27	Tsaqif Almer Al Fauzi	62	72	68	62	59	65		√
28	Yumna Najma Orlin	62	72	68	62	59	65		√
Sum							2261	21	7
Ideal Maximum Number of Scores 2800 Total Score Reached 2261 Average score reached 80									

Description T : Complete
TT : Incomplete
Number of completed students : 21
Number of students who have not yet completed : 7
Classical : Incomplete

Table 4.5. Student Formative Test Results In Cycle II

No	Description	Cycle II Results
1	Average score of formative test	80
2	Number of students who have completed their studies	21
3	Percentage of learning completion	75

From the table above, it is obtained that the average score of student learning achievement is 80 and the completion of learning reaches 75% or there are 21 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 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, 2021 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	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	3 4	4 4
	C. Cover 1. Guiding students to make summaries 2. Provide evaluation	 4 4	 4 4	 4 4
II	Time Management	4	4	4
III	Class Enthusiasm 1. Antusia students 2. Anti-semitic teacher	 4 4	 4 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 Do method is expected to be successful as much as possible.

Table 4.6. Formative Test Scores In Cycle III

No	Student Name	**Civics**	**BI**	**SBDP**	**PJOK**	**Mat**	**Average2**	Information	
								T	TT
1	Adila Misha Malika	90	100	96	86	87	93	√	
2	Adinata Ridho Pratama	88	98	94	88	85	91	√	
3	Adistia Tallulah Kamania	90	100	96	78	87	93	√	
4	Arli Son of Desiantoro	93	103	99	76	90	96	√	
5	Aydin Odayaka Belle	85	95	91	85	82	88	√	

No	Student Name	**Civics**	**BI**	**SBDP**	**PJOK**	**Mat**	**Average2**	Information	
								T	TT
6	Daffa Hafidz Al Ambya	92	102	98	90	89	95	√	
7	Anticipated Rania Sakhavani	80	90	86	60	77	83	√	
8	Evelyn Jasmine Arianto Poetri	73	83	79	73	70	76	√	
9	Ghania Alzena	92	102	98	80	89	95	√	
10	Gibran Prawira	74	84	80	74	71	77	√	
11	Keanu Al Fatih Irdiawan	80	90	86	80	77	83	√	
12	Kevin Azka Son of Saleh	90	100	96	88	87	93	√	
13	Kinandari Gemala Arianti	88	98	94	83	85	91	√	
14	Miftahul Fauzan Arbianto	94	90	86	93	77	87	√	
15	Muhammad Abbas Rasyid	90	100	96	87	87	93	√	
16	Muhammad Afif Al Abrizams	84	94	90	84	81	87	√	
17	Muhammad Al Fatih Evan Qurtubi	86	96	92	83	83	89	√	
18	Muhammad Arjuna Bimantara	90	100	96	90	87	93	√	

No	Student Name	**Civics**	**BI**	**SBDP**	**PJOK**	**Mat**	**Average2**	Information	
								T	TT
19	Muhammad Arkhan Labib	83	93	89	83	80	86	√	
20	Muhammad Haidar Hartoyo	81	91	87	81	78	84	√	
21	Muhammad Irfan Haidar Ghabira	93	80	76	60	67	79	√	
22	Muhammad Raffi Hermawan	83	93	89	89	80	86	√	
23	Najwa Kamila Haryanto	90	100	96	90	87	93	√	
24	Razan Kaindra Muhadzdzib	78	88	84	60	75	81	√	
25	Shinta Hamda Sakhia	83	93	89	89	80	86	√	
26	Shahla Irsa Salsabila	90	100	96	90	87	93	√	
27	Tsaqif Almer Al Fauzi	83	93	89	89	80	86	√	
28	Yumna Najma Orlin	83	93	89	89	80	86	√	
Sum							2463	28	0
Ideal Maximum Number of Scores 2800 Total Score Reached 2463 Average score reached 87									

Description: T : 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	87
2	Number of students who have completed their studies	28
3	Percentage of learning completion	100

Based on the table above, the average score of the formative test was obtained at 87 and from 28 students who had achieved completion of learning. 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.

C. Discussion

1. Completeness of Student Learning Outcomes

Through 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 64%, 75%, 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 (64%), cycle II (75%), 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.

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