

## THE EFFECT OF USING THEMATIC LEARNING MODELS ON THE LEARNING OUTCOMES OF CLASS IV ELEMENTARY SCHOOL

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### Abstract

*This study aims to determine the effect of using thematic models on student learning outcomes on the theme of the beauty of diversity in Negeri Ku in the fourth grade of SD Negeri Padang Panjang, Kuala Pesisir District, Nagan Raya Regency. This study used the Quasi Experiment Design method with the research design Nonequivalent control group design. Samples were selected randomly. The population of this research was all class IV SD Negeri Padang Panjang with a sample of class IV B totaling 25 students as the control class and class IVA totaling 24 students as the experimental class. The data collection technique used a written test. The data analysis technique used the t-test. The results showed that the post-test results of the control class learning outcomes were 61.44 and the experimental class 76.83 and  $t_{hitung} > t_{tabel}$  that is 2.01174. This means that there is a significant difference between the post-test results of the experimental class using the thematic learning model and the control class using the lecture method. So it can be concluded that there is influence of the Use of Thematic Models of Student Learning Outcomes on the theme of the beauty of diversity in Negeri ku in Class IV SD Negeri Padang Panjang, Kuala Pesisir District, Nagan Raya Regency.*

**Keywords :** *Thematic Learning Model, Learning Outcomes, Students.*

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## **A. Introduction**

Elementary school (SD) is one of the educational institutions that has a very fundamental function in preparing quality human resources. SD is the basis of education at the next level of education, therefore SD education should be carried out in the right way so that it can become a strong foundation for the next level of education. The low level of students' ability and mastery of learning material is caused, among other things, by the learning process carried out not according to the level of development of elementary age children.

Education is an important factor that determines the level of progress of a nation. Quality education will certainly produce superior quality human resources, so that the future generations of the nation will be able to compete in the era of globalization. The government is focused on strengthening the education sector. Improvements and improvements are always sought at every level of school education starting from SD (Elementary School), SMP (Junior High School), and SMA (Senior High School). The efforts contained in Chapter II article 3 of Law no. 20 of 2003 concerning the National Education System, aims to:

Developing the potential of students to become human beings who have faith and devotion to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Depdiknas, 2006: 7).

So far, teaching and learning practices in the classroom are often counterproductive due to wrong assumptions in positioning teachers and students. The teacher is seen as a versatile figure, most knowledgeable, and almost never wrong in front of students. While on the other hand, students are seen as recipients of knowledge whose level of knowledge

will not exceed the level of understanding of the teacher (Ministry of Religion, 2005: 7)

Based on the observations that the researcher did at SD Negeri Padang Panyang, the researcher observed the fourth grade students. There are several problems found by researchers including learning only based on what is in the book, ongoing learning is still teacher-centered, students just sit quietly, listen and note what the teacher says, and the use of methods that do not vary which makes students less active and not enthusiastic in the teaching and learning process. Another problem is that students do not understand the material related to the theme of the beauty of diversity in my country that is delivered by the teacher so that students find it difficult to do the tests given and make student learning outcomes on the theme of the beauty of diversity in my country unsatisfactory and still low. ≤ 65 To overcome the above problems, it is necessary to improve the learning process. In order for learning to be active, creative, effective and fun learning, the teacher can do various ways, one of which is to choose a learning model that is in accordance with the material to be taught. One learning model that can help teachers manage an effective learning process and can provide students with free space to realize their potential is a thematic learning model. According to Rusman (2012: 254), the thematic learning model is "an integrated learning model that uses a thematic approach involving several subjects to provide meaningful experiences to students at the basic level". It is said to be meaningful because in thematic learning, students will understand the concepts they learn through direct experience and connect with other concepts they have understood. Thematic learning as a learning model is one type of integrated learning model.

Thematic learning also has a teacher-centered characteristic (student centered), students are encouraged to discover, do and experience contextually by using all their resources and the environment around them.

From the description of the above problems it can be concluded that the thematic model can be used as a learning model to optimize the teaching and learning process on the theme of the beauty of diversity in my country, for this reason researchers are interested in conducting research on "The Effect of Using Thematic Models on Student Learning Outcomes on the Beautiful Theme of diversity in my country. in Class IV SD Negeri Padang Panjang, Kuala Pesisir District, Nagan Raya Regency "

## **B. RESEARCH METHODS**

The approach in this research is quantitative with the type of research Quasi Experimental Design (quasi-experimental research). Quasi Experimental Design aims to determine the difference between two variables or more groups that are the research subjects. (Sugiyono, 2012: 114).

In this study, the researcher wanted to find out whether there was an effect of using thematic learning models on student learning outcomes grade IV SD Negeri Padang Padang Panyang sub-district Kuala Coast, Nagan Raya district?

The research sample will be divided into two groups, namely the experimental class group and the control class group. The experimental class group will be treated using a thematic model on the theme of the beauty of diversity in my country. The control class group was not treated using a thematic model, but learning that is usually carried out by the

teacher is using the lecture method on the theme of the beauty of diversity in the country of Ku Sudjana (2014: 22).

The form of research design *quasi experiment* used in this study is the Nonequivalent control group design. According to Sugiyono (2010: 116) this design is almost the same as the pretest-posttest control group design. The form of the research design can be described in the following table.

**Table 1.** Form of research design

| Group      | <i>Pre-test</i> | Treatment | <i>Post-test</i> |
|------------|-----------------|-----------|------------------|
| Experiment | $O_1$           | X         | $O_2$            |
| Control    | $O_3$           | —         | $O_4$            |

(Source: Sugiyono, 2010: 116)

Information :

$O_1$  &  $O_3$  : Both groups were given *pre-test* to determine the initial state, is there a difference between the experimental group and the control group.

$O_2$  : *Post-test* in the experimental group after participating in learning using thematic methods.

$O_4$  : *Post-test* in the control group after participating in the learning that is usually done by the teacher, namely using the lecture method.

X : Treatment. The experimental class group was given learning using thematic methods.

- : The control class group is given learning that is usually done by the teacher, namely using thematic method.

This research was conducted in odd semesters in class IVA and class IVB SD Negeri Padang Panyang, Kuala Coast sub-district, Nagan Raya district.

The population is the entire research subject (Suharsimi Arikunto, 2006: 130). The population of this study is class IVA and VB SD Negeri Padang Panyang, Kuala Coast District, Nagan Raya Regency.

The sample is part of the number and characteristics of the population. The sampling technique used in this research was a random technique using a lottery with steps, namely: cutting the paper into small pieces, each paper cut was written in class IV A and IV B. According to Sugiyono (2010: 118)

The data analysis technique in this study used the t-test (t-test). Before the t-test is carried out, first the prerequisite test is carried out, namely the normality test and the homogeneity test as a condition for conducting research. The prerequisite test, t-test, in this study uses the help of SPSS 24 for windows software.

#### **Normality test**

The normality test is used to determine whether the sample used in this study comes from a population with a normal distribution or not. This normality test uses One-sample Kolmogorov-Smirnov on the SPSS 24 software for windows. The data is said to be normally distributed if at the Kolmogorov-Smirnov output the price of the Asymptotic coefficient Sig> of the specified alpha value is 5% (0.05). Conversely, if the price of the Asymptotic coefficient Sig <0.05, then the data is declared not normally distributed.

#### **Homogeneity Test**

The homogeneity test is used to determine whether the sample used in this study has the same variance (homogeneous) or not. This homogeneity test uses the Levene test on the SPSS 24 software for windows. The data is said to be homogeneous if at the output of the Levene Test the coefficient of Sig> of the specified alpha value is 5%

(0.05). Conversely, if the output of the Levene Test, the coefficient of Sig <0.05, the data is not homogeneous.

### Hypothesis testing

Hypothesis testing carried out in this study using the t-test (t-test), with the following conditions:

Significance level ( $\alpha$ ) = 0.05 or 5% The criteria used in the t-test are:

Ho is accepted if Sig > 0.05, or tcount < ttable

Ho is rejected if Sig < 0.05 or tcount > ttable

## C. RESULTS AND DISCUSSION

### Pre-test data of control class learning outcomes

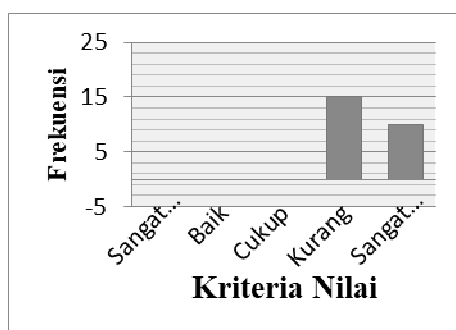
*Pre-test* The learning outcomes of the control class were carried out on 26 September 2018. After holding a pre-test the data obtained were then processed using the help of SPSS 24 for windows software, to find out the pre-test frequency distribution data in the control class. Details of frequency distribution data can be seen in the following table.

**Table 2** Data Distribution of Frequency Pre-test Learning Outcomes of Control Class

| Criteria           | F     | %    |
|--------------------|-------|------|
| Very Good (85-100) | 0     | 0    |
| Good (70-84)       | 0     | 0    |
| Enough (55-69)     | 0     | 0    |
| Less (40-54)       | 15    | 60%  |
| Very Less (0-39)   | 10    | 40%  |
| Total              | 25    | 100% |
| Average            | 39.84 |      |
| The highest score  | 52    |      |
| Lowest Value       | 24    |      |

Based on the data in the table above, it is known that the pre-test learning outcomes of the control class obtained an average value of 39.84 with very poor criteria. The highest score is 52 and the lowest score is 24.

Students who get very good criteria of 0%, good criteria of 0%, sufficient criteria of 0%, less criteria of 60% and very poor criteria of 40%. The pre-test value data for the control class learning outcomes are then presented in the form of a bar chart as follows.



**Figure 1** Bar diagram of pre-test scores for control class learning outcomes

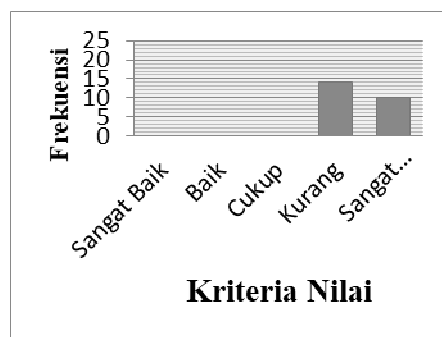
#### Pre-test data of experimental class learning outcomes

*Pre-test* the learning outcomes of the experimental class were carried out on (27 September 2018). After conducting a pre-test the data obtained were then processed using the help of SPSS 24 for windows software, to determine the pre-test frequency distribution data in the experimental class. Details of frequency distribution data can be seen in the following table.

**Table 3** Data Distribution of Pre-test Frequency Results of Experimental Class Learning

| Criteria           | F     | %     |
|--------------------|-------|-------|
| Very Good (85-100) | 0     | 0     |
| Good (70-84)       | 0     | 0     |
| Enough (55-69)     | 0     | 0     |
| Less (40-54)       | 14    | 58.3% |
| Very Less (0-39)   | 10    | 41.6% |
| Total              | 24    | 100%  |
| Average            | 39.00 |       |
| The highest score  | 52    |       |
| Lowest Value       | 24    |       |

Based on the data in table 3, it is known that the pre-test learning outcomes of the control class obtained an average value of 39.00 with very poor criteria. The highest score is 52 and the lowest score is 24. Students who get very good criteria of 0%, good criteria of 0%, sufficient criteria of 0%, poor criteria of 58.3% and very poor criteria of 41.6%. The pre-test value data for the experimental class learning outcomes are then presented in the form of a bar chart as follows.



**Figure 2** Bar Chart of pre-test scores of experimental class learning outcomes

#### Post-test data of control class learning outcomes

*Post-test* The learning outcomes of the control class on September 1, 2018. After pre-test the data obtained were then processed using the help of SPSS 24 for Windows software, to find out the post-test frequency distribution data in the control class. In the control class, learning is given using a thematic learning model. After students study the material presented by the lecture method, students are given a post-test at the end of the lesson to measure students' success in understanding the material.

**Table 4** Data Frequency Distribution of post-test learning outcomes of control class.

| Criteria           | F | %   |
|--------------------|---|-----|
| Very Good (85-100) | 1 | 4%  |
| Good (70-84)       | 3 | 12% |

|                   |       |      |
|-------------------|-------|------|
| Enough (55-69)    | 15    | 60%  |
|                   | 6     | 24%  |
| Very Less (0-39)  | 0     | 0    |
| Total             | 25    | 100% |
| Average           | 61.44 |      |
| The highest score | 88    |      |
| Lowest Value      | 44    |      |

Based on the data in table 4, it is known that the post-test learning outcomes of the control class obtained an average value of 61.44 with sufficient criteria. The highest score is 88 and the lowest score is 44. Students who get very good criteria are 4%, good criteria are 12%, sufficient criteria are 60%, lack criteria are 24% and very poor criteria are 0%. In control class learning, students seem to pay less attention to the material presented by the teacher, many students are busy alone. So that the post-test score of the control class is lower when compared to the experimental value using the thematic method.

#### **Post-test data of experimental class learning outcomes**

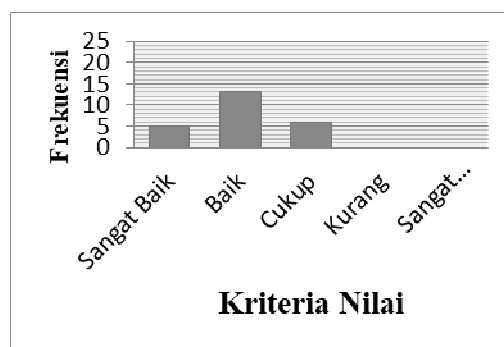
*Post-test* The learning outcomes of the experimental class on September 2 2018. After holding the post-test the data obtained were then processed using the help of SPSS 24 for Windows software, the frequency of post-tests in the experimental class. The experimental class was given learning using thematic methods. After students study the material presented by thematic methods, students are given a post-test at the end of the lesson.

**Table 5** Frequency Distribution Data Post-test Learning Outcomes in the experimental class.

| Criteria           | F  | %    |
|--------------------|----|------|
| Very Good (85-100) | 5  | 20.9 |
| Good (70-84)       | 13 | 54.2 |
| Enough (55-69)     | 6  | 25.0 |
|                    | 0  | 0    |
| Very Less (0-39)   | 0  | 0    |

|                   |       |       |
|-------------------|-------|-------|
| Total             | 24    | 100.0 |
| Average           | 76.83 |       |
| The highest score | 92    |       |
| Lowest Value      | 60    |       |

Based on the data in table 5, it is known that the post-test learning outcomes of the experimental class obtained an average value of 76.83 with good criteria. The highest score is 92 and the lowest score is 60. Students who get very good criteria are 20.9%, good criteria are 54.2%, sufficient criteria are 25.0%, lack criteria are 0% and very poor criteria are 0%. During the learning process using the thematic method in the experimental class, students seemed to pay more attention to the material presented, students were more enthusiastic and happier during learning. So, students can get post-test scores on learning outcomes as in the attached table the post-test scores of the experimental class. The post-test data of the experimental class learning outcomes are then presented in the form of a bar chart as follows.



**Figure 3** Bar chart of post-test scores of experimental class learning outcomes

### Test Prerequisite Analysis

#### Normality test

The normality test is carried out to determine whether the data distribution in the control class and experimental class is normally distributed or not. Processing of normality tests using the help of SPSS 24

for Windows software. The pre-test and post-test normality test in the control class and the experimental class in the control class obtained the Asymptotic Kolmogorov-Smirnov Sig value of the pre-test learning outcomes of  $0.069 > 0.05$  and the post-test learning outcomes of  $0.118 > 0.05$ , while In the experimental class, the Asymptotic Kolmogorov-Smirnov Sig value of pre-test learning outcomes was 0.200 and post-test learning outcomes was 0.200. These results indicate that the pre-test and post-test data of the control class and experimental class are normally distributed.

### Homogeneity Test

The homogeneity test was carried out to determine whether the data group came from a homogeneous population or not. Homogeneity test processing using SPSS 24 for Windows software. The homogeneity test in this study using the Levene test, the data is said to be homogeneous if the price is sig. The Levene Statistics output is greater than the specified alpha value, which is 5% (0.05). The summary of the results of the pre-test and post-test homogeneity in the control class and experimental class can be seen in the following table:

**Table 6** Summary of Pre-test and Post-test Homogeneity Results

| Control<br>Experimental Class | and<br>Data | Levene<br>Statistics | Sig.  | Result          |               |
|-------------------------------|-------------|----------------------|-------|-----------------|---------------|
|                               |             |                      |       | Informa<br>tion | Conclusion    |
| Pre-test<br>outcomes          | learning    | 0.09                 | 0.959 | Sig.<br>0.05    | > Homogeneous |
| Post-test<br>outcomes         | learning    | 0.17                 | 0.896 | Sig.<br>0.05    | > Homogeneous |

Based on table 6, the Sig value is obtained. In the Levene Statistics pre-test learning outcomes of  $0.959 > 0.05$  and post-test learning outcomes of  $0.896 > 0.05$ . From these results it can be concluded that each data is homogeneous (same).

## Hypothesis testing

Hypothesis testing is carried out after the learning outcomes data have been collected. Previously, prerequisite tests were carried out to ensure that the experimental class and control class data were normally distributed and homogeneous (the same). Hypothesis testing in this study uses the t-test (test), the criteria used to make hypothesis decisions with a significance level of 5% alpha (0.05), namely  $H_0$  is rejected if the significance of the probability (sig)  $< 0.05$ . If the probability significance value (sig)  $> 0.05$  then the null hypothesis ( $H_0$ ) is accepted.

### Pre-Test Learning Outcomes Test for Control Class and Experiment Class

This t-test was carried out in order to determine whether there was a difference between the pre-test learning outcomes of the control class and the experimental class. This t-test uses the help of SPSS 24 for Windows software. The hypotheses tested in this study are:

$H_0$ : there is no significant difference between the pre-test learning outcomes of the control and experimental classes.

$H_a$ : there is a significant difference between the pre-test learning outcomes of the control and experimental classes.

The criteria used to conclude the hypothesis with a significance level of 5% (0.05), that is, if the value  $t_{hitung} < \text{or } \text{Sig} >$  then  $H_0$  is accepted and  $H_a$  is rejected, which means that there is no significant difference between the pre-test learning outcomes of the control class and the experimental class. Conversely, if the value  $>$  or  $\text{Sig} < 0.05$ , then  $H_0$  is rejected and  $H_a$  is accepted, which means that there is a significant difference between the pre-test learning outcomes of the control and experimental classes. The summary of the results of the pre-test t-test can be seen in the following table: 

|                    |                     |                    |
|--------------------|---------------------|--------------------|
| t <sub>tabel</sub> | t <sub>hitung</sub> | t <sub>tabel</sub> |
|--------------------|---------------------|--------------------|

**Table 7** Summary of Learning Outcomes t-test pre-test

| Data              | T     | df | Sig. (2-tailed) | Conclusion                         |
|-------------------|-------|----|-----------------|------------------------------------|
| Learning outcomes | 0.342 | 47 | 0.734           | There is no significant difference |

Based on table 7, it is obtained that the df 47 is 2.01174, while the results of the t-test pre-test learning outcomes of the control class and experimental class obtained a value of  $0.342 < 2.01174$  and the Sig. (2-tailed)  $0.734 > 0.05$ , so it can be concluded that  $H_0$  is accepted and  $H_a$  is rejected, which means that there is no significant difference between the pre-test learning outcomes of the control class and the experimental class.

### Post-Test of Learning Outcomes in Control Class and Experiment Class

This t-test was carried out in order to determine whether there was a difference between the post-test learning outcomes of the control class and the experimental class. This t-test uses the help of SPSS 24 for Windows software. The hypotheses tested in this study are:

The criteria used to conclude the hypothesis with a significance level of 5% (0.05), namely if the value  $< \text{or Sig} >$  then  $H_0$  is accepted and  $H_a$  is rejected, which means that there is no significant difference between the post-test learning outcomes of the control class and the experimental class. Conversely, if the value  $> \text{or Sig} < 0.05$  then  $H_0$  is rejected and  $H_a$  is accepted, which means, there is a significant difference between the post-test learning outcomes of the control and experimental classes. The summary of the results of the post-test t-test can be seen in the following table:

**Table 8** Summary of the results of the post-test t-test learning outcomes of the control class and the experimental class.

| Data | T | df | Sig. (2-tailed) | Conclusion |
|------|---|----|-----------------|------------|
|------|---|----|-----------------|------------|

|                   |       |    |       |                                   |
|-------------------|-------|----|-------|-----------------------------------|
| Learning outcomes |       |    |       | There are significant differences |
|                   | 5,773 | 47 | 0,000 |                                   |

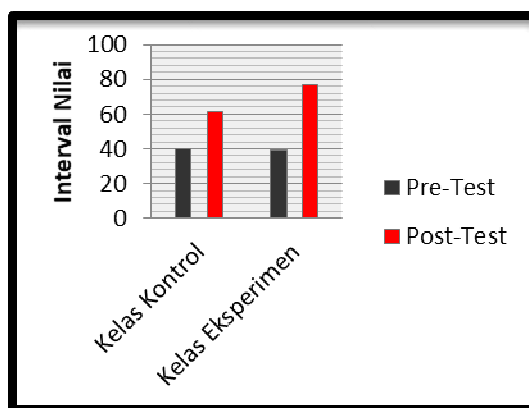
Based on the table 8, the data obtained from the post-test t-test learning outcomes of the control class and the experimental class is  $5.773 > 2.01174$  and the Sig. (2-tailed)  $0.000 < 0.05$  so it can be concluded that  $H_0$  is rejected and  $H_a$  is accepted, which means that there is a significant difference between the post-test learning outcomes of the control class and the experimental class. This difference is also shown based on the post-test mean score of the control class learning outcomes of 61.44 and the experimental class average score of 76.83. From these data, the experimental class has an average value of learning outcomes higher than the control class, which is the difference of 15.39. Based on the t-test and the difference in the mean value of learning outcomes in the control class and the experimental class, it can be concluded that there is an effect of applying thematic learning models on student learning outcomes. ~~hitung t~~ ~~tabel~~

The summary of the mean scores of the pre-test and post-test learning outcomes in the control class and the experimental class is presented in the following table.

**Table 9** Summary of the Mean Pre-test and Post-test Learning Outcomes

| Group      | Mean Pre-test | Mean-Post-test | Enhancement |
|------------|---------------|----------------|-------------|
| Control    | 39.8          | 61.44          | 21.64       |
| Experiment | 39            | 76.83          | 37.83       |

Based on table 9, the pre-test mean score for the control class was 39.8 and the post-test score was 61.44 with an increase of 21.64. While the pre-test mean value of the experimental class was 39 and the post-test was 76.83 with an increase of 37.83. If the average value of learning outcomes is depicted in a bar chart, it is as follows.



**Figure 4** Summary of Mean Learning Outcomes

## E. CONCLUSION

Based on the results of research and discussion in chapter IV, conclusions can be drawn. There is an effect of the use of thematic models on student learning outcomes on the theme of the beauty of diversity in Negeri ku in Class IV SD Negeri Padang Panjang, Kuala Pesisir District, Nagan Raya Regency. "This is shown in the difference in the average post-test score of learning outcomes in experimental class more greater than the average value of the control class is 61.44.

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