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Using word square in teaching thematic learning

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Abstract: This study aims to determine the effect of the Word Square Learning Model on the learning outcomes of fourth-grade students of SDN Bajo III academic year 2018/2019. This research was conducted at SDN Bajo III, Blora Regency in class IV of semester 2 with a total of 41 students. The sample used in this study was 28 students. The sampling technique used is the random sampling technique. The method in this study used the true-experimental design method with the posttest-only control design research design. The results showed that the use of the Word Square learning model on thematic learning in fourth-grade students at SDN Bajo III affected. Then from the data on the t-test with α = 5% and obtained data that is t-count (5.4)> t table (2.0). From the data test criteria, this study H0 was rejected and H1 was accepted. Thus, the application of the Word Square learning model influences on thematic learning.

Keywords: word square, thematic, learning outcomes

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INTRODUCTION

In 2013, Indonesia made an update in learning curriculum, which is now known as 2013 Curriculum. In this curriculum, there are several new subjects and new provisions that have been changed from the previous curriculum. It is the combination of several subjects, called integrated or thematic subjects, for example combination of Bhasa Indonesia, Civics, Social Sciences, Sciences and Physical Education and Health and Cultural Arts in one theme. Thematic learning is integrated learning that use themes to integrate several subjects so as to be able to provide meaningful experiences to students" (Ministry of National Education, 2006: 5).

In its application, thematic learning delivered by combining several subjects is expected to be able to provide knowledge that is easily understood by students optimally. Another understanding states that thematic learning is a form that produces an integrated learning, which helps students to be actively involved in the learning process, so it can create a problem-solving situation in accordance with the needs of students, both by playing and high creative power during learning (Ministry of Religion, 2005: 5). From above explanation, it can be concluded that thematic learning is a learning activity that combines several subject matter in one theme. This emphasizes the involvement and empowerment of students' creativity in solving problems according to their potential differences and tendencies with each other.

In this thematic learning more emphasis on the application of the concept of learning by applying something or called learning by doing and followed by the application of the concept of learning while playing or referred to as learning by playing. Thus, the teachers are expected to design learning experiences well because it can affect students' mindset and critical thinking. In contrast, based on the reality, the learning of thematic also has some obstacles, both in terms of instructors and students (Utomo B. 2017: 117). The 2013 curriculum, specifically for thematic learning requires students to be more active in the learning process. Likewise the teacher's role is also increasing in the supervision of student activities in expressing opinions and interacting, both individually or in a work group. Besides, thematic learning is also used to determine the ability of students from the point of view of the instructor.

Based on observations in class IV SDN Bajo III which has implemented the 2013 curriculum, there were still some students who have not been able to implememnt thematic subjects because there are still many students who depend on the instructor and are still less active in following the learning process provided by the instructor. However, it was not entirely the fault of students because the teacher also does not really understand and deepen the way of good delivery in this thematic learning, as well as the use of models and learning media. Therefore, when learning material was delivered, there were not achieve students' learning outcome.

The results of these observations note that there are several factors that affect the low level of some students' scores; the monotonous learning process, the limitations of facilities or media, and the mismatch of learning models applied to student characteristics. Judging from the use of the learning model used, the use of the model is considered to be less attractive because many students who are in learning less attention to the learning given so that it affects the value of the students themselves.

Learning model is a way that teachers do in conveying learning to students with the aim to facilitate students in capturing the material provided.In this emerging problem, the researcher used Word Square learning model to find out the effect on student grades in their learning outcomes which results are unsatisfactory in some students in class IV. According to Grifftith (2005) "Word Square learning model is a learning model that combines the ability to answer questions with accuracy in finding answers contained in word boxes". This learning model is recommended as an appropriate and relevant learning model to be applied to elementary school age students and is expected to be able to improve student

grades that are still less than the KKM that has been set. Because of this Word Square learning model, it can be used for all subjects and is easy for teachers to apply.

METHODS

This research is a quantitative study with the method used is True-Experimental Designs using posttest-only control design. Samples from this study were 14 students of class IV A and 14 students of class IV B of SDN Bajo III taken by randomization or random sampling techniques by combining classes between classes IV A and IV B. Then in class determination, students were combined to take one one by random randomly divided into 2 classes as an experimental class and a control class. This research is a quantitative study with the method used is True-Experimental Designs using posttest-only control design. The instrument in this study used a syllabus, lesson plans, and Learning Outcomes Test using multiple choice (multiplication) as many as 25 items which will be tested for the feasibility of these questions.

RESULT AND DISCUSSION

Based on the results of learning that has been done shows that the use of Word Square is better than using conventional learning models. The proof of completeness of the experimental class is from the results of the thematic learning outcome data description in the experimental class that is on thematic learning Theme 9 subthemes 1 and 2 using the Word Square model and the posttest value is obtained with a maximum value of 90 and a minimum value of 75, then the posttest value is obtained on average - an average of 81.07. It indicates that the average value of the posttest has been exceeded the limit of the minimum completeness value that has been set at 75. In the control class the posttest value is obtained with a maximum value of 80 and the minimum value is 65. And the average posttest score is 70.71. From the average obtained by students, it is known that there are still scores of students who have not yet reached the KKM, only some of them can reach or exceed the KKM limits that have been set. This is due to the fact that control class learning only tends to use conventional methods such as the lecture method.

Table 1. The Result of Normality test

	Kolmogorov-Smirnov[a]		
	Statistic	df	Sig.
hasil	,224	14	,056

a. Lilliefors Significance Correction

Table 2 The Result of Normality Control

	Kolmogorov-Smirnov[a]		
	Statistic	df	Sig.
hasil	,203	14	,124

a. Lilliefors Significance Correction

In the analysis of the data that has been obtained the results of the experimental class normality test with a sign value = 0.056> 0.050 and it can be concluded that the results obtained are normally distributed. Whereas the control class normality test is operated by the sign value = 0.124> 0.050 so that it can be concluded that the results obtained are normally distributed.

Tabel 3. Homogenity Test

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
hasil	Based on Mean	,191	1	26	,666
	Based on Median	,083	1	26	,776
	Based on Median and with adjusted df	,083	1	25,543	,776
	Based on trimmed mean	,189	1	26	,667

In the homogeneity test carried out to determine the variation of fruit distribution or more, to find out the variation of the distribution of posttest questions between the control class and homogeneous experiments or not, then homogeneity test with IBM SPSS V.25 was conducted. For the homogeneity test between the control class and the experimental results obtained significance value (sig) Based On Mean is 0.666> 0.050, therefore it can be concluded that the variants of the control and experimental classes are homogeneous or the same.

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Tabel 4. T-Test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
hasil	Equal variances assumed	,191	,666	5,473	26	,000	10,357	1,892	6,467	14,247
	Equal variances not assumed			5,473	25,736	,000	10,357	1,892	6,465	14,249

In addition to the normality test and the homogeneity test the hypothesis test with the results obtained tcount = 5.4, it can be seen that tcount = 5.473> ttable = 2.028 so that conclusions can be drawn H0 is rejected and H1 is accepted. It means that there is an influence of the Word Square learning model on the level of student understanding and participation in thematic subjects.

In the research above shows the differences between the control class and the experimental class. Thus, the final conclusion is that the Word Square learning model is able to influence student learning outcomes in class IV SDN Bajo III. So it can be concluded that learning with the Word Square model is said to be successfully applied because it has an effect on student grades to achieve grades above the KKM.

CONCLUSION

From the results of research on the influence of the Word Square learning model on class IV learning outcomes on thematic learning theme 9 subthemes 1 and 2, it can be concluded that there is an influence of the Word Square learning model on student learning outcomes in grade IV SDN Bajo III on thematic learning theme 9 subtheme 1 and 2 school year 2018/2019. This is evidenced by the results of hypothesis testing with the acquisition of tcount = 5.473, it can be seen that tcount = 5.473> ttable = 2.02809, it can be concluded that H1 is accepted and H0 is rejected.

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