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*Research Article*

# Efforts to Improve Student Learning Outcomes through the Think Pair Share Type Cooperative Learning Model on the Theme of Clean Air for Health in Class V of SD Negeri 101948 Bingkat

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**Abstract:** This study aims to decide the application of the think pair share type cooperative learning model on the theme of clean air for health in grade V elementary school students. This study is a classroom action study with the Kemmis and McTaggart model with descriptive analysis. This research was conducted in grade V of SD Negeri 101948 Bingkat, Pegajahan District, Serdang Bedagai Regency. The participants in this study were grade V teachers and grade V students of SD Negeri 101948 Bingkat totaling 31 students. The data collection techniques used are observation, interviews, and documentation. The stages of data analysis are planning, acting, seeing, and reflecting. Based on the results of research that has been carried out using the think pair share type cooperative learning model on the theme of clean air for health in grade V of SD Negeri 101948 Bingkat, it shows that student learning activities have reached 93% in the Very Good category. The student's ability to solve pre-test questions has been completed. Based on the calculation of student learning outcomes, there were 3 students who got very high scores, 23 students who got high scores, 3 students who got enough scores, and 2 students who got low scores. Of the 31 students, 29 students have completed their studies.

**Keywords:** Class V; Elementary Education; Student Learning Outcomes.

## 1. Introduction

According to the National Education System Law Number 20 of 2003, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals and skills needed by themselves, society, nation and state [1]. Formal education is education in schools that takes place regularly and strictly. The purpose of educators is to enrich ethics, knowledge and to prepare a person to be able and skilled in a certain field of work [2]. Teachers are an important component in education even during the process of direct learning. The reciprocal relationship between teachers and students at the time of learning occurs because of an action that has been taken by the teacher and his students. Learning activities which are a process of learning and teaching activities, consisting of teachers and students with the aim of intellectual maturation, maturity, emotional and moral [3].

Teachers as a learning resource, not only make learning plans and familiarize themselves with models, strategies, procedures and media with the material to be informed, but teachers must be skilled in using them so that students do not feel bored and have an impact on results that are not in accordance with expectations [4]. However, in reality many teachers still find it difficult to practice models, strategies, procedures and models in Scientific learning in the implementation of learning, in reality they only use dialogue and lectures in the learning process, the impact of the learning process is that many are not compatible with the goals of the

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2013 Curriculum, students get poor grades and do not experience an increase in grades, Only some of the students are able to follow the development and their grades are good because they are able to explore the knowledge they want. During the learning process, it can be found out whether students are active enough in taking part in learning, whether students are able to cooperate with other friends, whether students have the courage to ask questions and express their opinions [5]. Similar research results show that good student activities will be followed by good learning outcomes [6].

Based on observations in grade V of SD Negeri 101948 Bingkat, it can be known that the trigger for poor thematic learning outcomes is curriculum reform that causes teachers and students to still feel difficulties in practicing thematic learning at school. Teachers are still used to using the old curriculum, namely the Education Unit Level Curriculum (KTSP). So that in the implementation of the process in the classroom, teachers have not been able to perfect in using the learning model. The lack of students' understanding of thematic learning materials, the use of strategies, procedures and learning media that are not suitable and less interesting so that students lack the means to communicate verbally to express their opinions with confidence. This situation if left unchecked, will have a negative impact on the quality of thematic education in schools. The low learning outcomes of students in the thematic learning process on the theme of clean air for health are caused by several factors, including students experiencing difficulties in communicating orally to be able to express opinions and lack of confidence, and the learning methods used by teachers tend to be monotonous even though their teaching skills are good, making students feel bored and lack of understanding of the material presented during the thematic learning process last.

The researcher strives for better student learning outcomes by using a shared pair cooperative learning model to improve communication skills and confidence in expressing their opinions in groups. The researcher wants to apply it to improve student learning outcomes. Therefore, to improve student learning outcomes in the theme of clean air for health, the researcher is interested in researching and discussing the title "Efforts to Improve Student Learning Outcomes through the Think Pair Share Type Cooperative Learning Model on the Theme of Clean Air for Health in Class V of SD Negeri 101948 Bingkat". As a solution to the problems faced, this study aims to find out the application of the think pair share type cooperative learning model in thematic learning with the theme Clean Air for Health and to find out the improvement of learning outcomes of grade V students of SD Negeri 101948 Bingkat, Pegajahan District, Serdang Bedagai Regency through the learning model. The application of the think pair share model is expected to improve students' communication skills, make them more active in the learning process, and encourage students to think critically and expand their horizons, to have a positive impact on learning outcomes. In addition, this research also provides benefits for teachers, namely it can add insight and improve quality and professionalism in developing and implementing more varied and effective learning models in the classroom.

## 2. Preliminaries or Related Work or Literature Review

Basic education is one of the most important phases in the formation of students' character and intellectual abilities [7]. In the learning process at the elementary school level, teachers must be able to create an active, creative, and fun learning atmosphere. One of the main challenges in today's world of education is to improve student learning outcomes, which not only reflect academic understanding, but also critical thinking skills and social cooperation. Monotonous, teacher-centered learning often causes students to be passive and less motivated in following the learning process [8]. Therefore, an innovative and participatory learning approach is needed, which can encourage students to be more active in thinking, discussing, and expressing opinions [9]. One of them is by an approach that is starting to be widely used and proven to be effective in improving learning outcomes is the Cooperative Learning model[10], especially the Think Pair Share type.

The Think Pair Share type of Cooperative Learning model was first introduced by Frank Lyman in the 1980s. This model emphasizes the active involvement of each student through three stages, namely thinking individually, discussing in pairs, and sharing the results of the discussion with the whole class [11]. In the thematic learning process in elementary school, the Think Pair Share model provides space for students to develop critical and reflective thinking skills through structured ideas sharing activities. Earlier research has shown that the application of the Think Pair Share model can improve students' understanding of concepts,

learning activity, and communication skills. This is in line with Vygotsky's view of the importance of social interaction in students' cognitive development [12]. This Think Pair Share not only improves learning outcomes quantitatively but also strengthens the social aspects of students [13].

In the learning with the theme "Clean Air for Health" for grade V of elementary school, the application of the Think Pair Share model is very relevant because the theme requires a strong conceptual understanding and the ability to connect the material with daily life. This theme teaches the importance of keeping the cleanliness and health of the environment, which is part of contextual and holistic learning. Thematic learning that integrates a cooperative approach such as Think Pair Share tends to make it easier for students to understand the interconnectedness between concepts, as they are given the opportunity to discuss ideas with their peers [13]. In other words, this Think Pair Share bridges the gap between theoretical understanding and real practice in the student environment. This is in line with the principle of meaningful learning put forward by Ausubel, namely the importance of relating new information to the cognitive structure that students already have [14].

Various empirical studies also show that the Think Pair Share model is effective in improving learning outcomes at various levels of education, including elementary school. Other research shows that the use of Think Pair Share in science learning can significantly improve students' average learning outcomes compared to conventional models [15]. Similar results were also found in similar studies that said that Think Pair Share can create a more interactive and democratic learning atmosphere, so that students feel confident in expressing their opinions [16]. Another advantage of this model is its ability to accommodate different learning styles of students, because in discussions in pairs, students can understand the material from different perspectives. Thus, Think Pair Share not only improves academic results, but also develops students' social and emotional competencies [13].

With this background, this study tries to study and implement the Think Pair Share Type Cooperative Learning model as an effort to improve student learning outcomes on the theme "Clean Air for Health" in grade V of SD Negeri 101948 Bingkat. This research is not only based on the urgency of improving learning outcomes, but also on the need for learning strategies that are able to encourage overall active student participation and teacher mastery in teaching. In addition, the local context and characteristics of students in public elementary schools are also important considerations in choosing a learning approach. It is hoped that through the implementation of the Think Pair Share, the teaching and learning process will become more dynamic, collaborative, and have a positive impact on the process of understanding and caring for environmental health issues. In other words, this research not only contributes to improving the quality of thematic learning, but also to strengthening life values that are relevant to the development of students' character. The need for teacher creativity in teaching and the use of surrounding components to support the student learning process to be best [17].

## 3. Proposed Method

This research is classroom action research conducted with the aim of improving and improving the quality of learning in the classroom [18], especially in improving students' critical thinking skills. This type of research was chosen because it is by the characteristics of the problem raised, namely related to the learning process in the classroom which requires direct intervention from teachers as researchers to make continuous improvements. The model used in this class action study is a spiral model developed by Kemmis and McTaggart [19]. This model is seen as proper because it is reflective and systematic to improve learning [18]. This model includes four core components in one action cycle, namely: (1) Planning, which is the stage of designing an action plan that will be implemented in the classroom to improve the learning process; (2) Acting, which is the stage of implementing the plan that has been prepared in the classroom; (3) Observing, which is the stage of data collection to observe the process and impact of the actions taken; and (4) Reflecting, which is the stage of reviewing the action process that has been carried out to assess the success and design of actions in the next cycle [18]. This research is planned to take place in two cycles, but it is possible to conduct more than two cycles if the problem has not been solved, such as the stages in Figure 1. as follows..

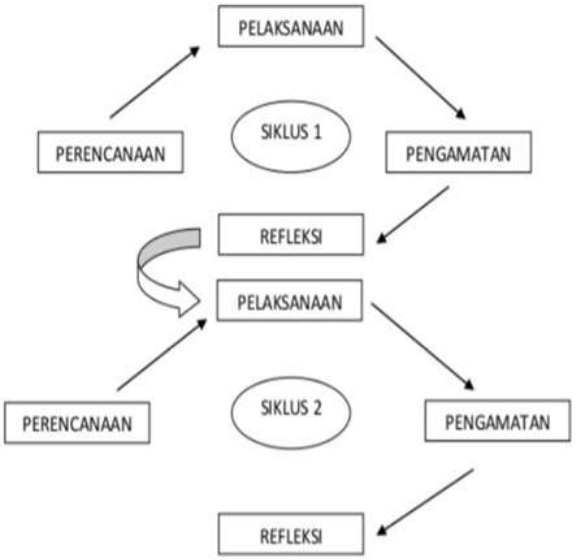


**Figure 1.** Classroom Action Research with the Kemmis and McTaggart Model.

The implementation of observations in this study aims to obtain a factual picture of the learning activities that take place in grade V of SD Negeri 101948 Bingkat. Observations are conducted systematically on teachers and students during the learning process [20], both before and after the action is given. Through this observation, researchers can directly find various activities related to student involvement in learning, student attitudes towards learning activities, and interactions between students and teachers. In addition to observation, data collection techniques are also conducted through interviews. This interview aims to explore more in-depth and subjective information from respondents, both teachers and students of grade V of SD Negeri 101948 Bingkat. Interviews are conducted in two forms, namely free interviews and guided interviews [20]. Free interviews give respondents the freedom to explain their views openly, while for guided interviews they are conducted with pre-prepared question guides to obtain more structured data. The information obtained through interviews is used to support and enrich the findings from observations and learning outcome tests.

Test instruments are used as a tool to measure student learning outcomes, especially in the cognitive aspect after being given learning actions [21]. This test is in the form of evaluation questions that are adjusted to the subject matter that has been taught using the Think Pair Share type cooperative learning model. The test is conducted individually or in groups, with the aim of seeing the extent of students' understanding of the material and their critical thinking skills. This test is prepared validly and reliably to be able to accurately measure student competence. Documentation techniques are also used as a complementary means of observation and interview methods. Documentation can be in the form of field notes, photos of learning activities, student work results, and other supporting documents relevant to the implementation of the research [20]. Through this documentation, researchers can present data visually and authentically as supporting evidence for findings obtained from other techniques.

After all the data is collected through these various techniques, the next step is to conduct data analysis. The data analysis in this study was conducted qualitatively and quantitatively. Qualitative data was obtained from the results of observations, interviews, and documentation which were analyzed through the stages of data reduction, data presentation, and conclusion drawing [20]. Meanwhile, quantitative data was obtained from the results of student tests which were analyzed using quantitative descriptive techniques by calculating average scores, percentage of learning completeness, and increase from cycle to cycle [18]. The purpose of this analysis is to answer the formulation of the research problem and assess the effectiveness of the actions that have been taken in improving students' critical thinking skills. With this comprehensive approach, it is hoped that research can make a real contribution in improving the learning process and be able to improve the quality of education at the elementary school level, especially in the aspect of developing students' critical thinking skills through the application of innovative, participatory and sustainable learning models.

## 4. Results and Discussion

Based on the data that has been collected by the researcher through a test instrument (pre-test) in the research process conducted by researchers at SD Negeri 10198 Bingkat in grade V students about learning outcomes on the theme of clean air for health before the implementation of the Think Pair Share Type Cooperative Learning Model, the learning activities of students have reached 74% in the Quite Good category. These achievements have not met the predetermined success criteria because the number of students who have learning activities in the good category is still below 100% of the total number of students.

The students' ability to solve the pre-test questions in the first cycle test has not been completed because there are still 17 students who have not completed it. Based on the calculation of student learning outcomes, there were 8 students who got high scores, 6 students who got enough, 7 students who got low scores, 10 students who got very low scores. Of the 31 students, there are students who have completed their studies and there are students who have not completed their studies. The minimum completeness criteria (KKM) for students learning in the first cycle is 75.

Although the learning that took place was quite fun, the students still had difficulties in solving the problems, there are still students who get low grades, and the set percentage of completeness has not been achieved. Teachers are still not able to optimally manage and conduct teaching and learning activities. Students are not happy with the way the teacher explains without aid (media or props).

Based on the activities and learning outcomes that have been conducted are still very low, the researcher improved learning by continuing in cycle II using the Think Pair Share type cooperative learning model on the thematic theme clean air for health. The implementation in this action is that the researcher acts as a teacher, while the homeroom teacher acts as an observer.

The student's ability to solve pre-test questions in the second cycle test has been completed. Based on the process of calculating student learning outcomes, there were 3 students who got very high scores, 23 students who got high scores, 3 students who got enough scores, and there were 2 students who got low scores. Of the 31 students, 29 students have completed their studies. Based on the results of the observation of the second cycle on thematic learning using the Think Pair Share type cooperative learning model in grade V of SD Negeri 101948 Bingkat student learning activities have reached 93% in the Very Good category. These achievements have met the success criteria that have been decided from the total number of students.

The research which was conducted in grade V of SD Negeri 101948 Bingkat aims to improve student learning outcomes through the Think Pair Share Type Cooperative Learning Model. This research is classroom action research consisting of planning, acting, seeing, and reflecting steps. The action is conducted in two cycles, and each cycle consists of two meetings. The research instruments used in this study include student activity observation sheet, and teacher activity observation sheet. The data generated will then be analyzed to find out the results obtained in each cycle and to find out the progress of each given action.

Based on the data that has been collected by the researcher through a test instrument (pre-test) in the research process conducted by the researcher at SD Negeri 10198 Bingkat on grade V students about the learning outcomes of the clean air theme for health before the implementation of the Think Pair Share Type Cooperative Learning Model, that student learning activities have reached 74% in the Quite Good category. This achievement has not met the predetermined success criteria because the number of students who have learning activities in the good category is still below 100% of the total number of students.

The students' ability to solve the pre-test questions in the first cycle test has not been completed because there are still 17 students who are still incomplete. Based on the calculation of student learning outcomes, there were 8 students who got high scores, there were 6 students who got enough, there were 7 students who got low scores, there were 10 students who got very low scores. Of the 31 students, there are students who have completed their studies and there are students who have not completed their studies. The minimum completeness criteria (KKM) for student learning in cycle I is 75.

The ability of the school students to solve the pre-test questions instrument in the second cycle test has been completed. Based on the calculation of student learning outcomes, there were 3 students who got very high scores, 23 students who got high scores, there were 3 students who got enough scores, 2 students who got low scores. Of the 31 students, 29

students have completed their studies. Based on the results of observation cycle II on thematic learning using the Think Pair Share type cooperative learning model in grade V of SD Negeri 101948 Bingkat student learning activities have reached 93% in the Very Good category. These achievements have met the success criteria that have been decided by the number of students. There are research results in the table below.

**Table 1.** Observation Results on Students' Ability to Conduct Learning in Cycle I.

| No. | Observed Aspects | Valuation | | | | |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 1. | Students pay attention to the feeling conveyed by the teacher. | | | | | √ |
| 2. | Students take part in ice breaking done by teachers. | | | | √ | |
| 3. | Students listen to the learning aims conveyed by the teacher. | | | | √ | |
| 4. | Students read books provided by the school. | | | | √ | |
| 5. | Students see the pictures that the teacher has provided related to the subject. | | | | | √ |
| 6. | Students make questions from the material that has been delivered by the teacher. | | | | √ | |
| 7. | Students listen to questions from other students. | | | | √ | |
| 8. | Students listen to answers from other students. | | | | √ | |
| 9. | Students respond to answers from students who ask questions. | | | √ | | |
| 10. | Provide an opinion or comment on the student's answer to the question. | | | √ | | |
| 11. | Students listen to the teacher's explanation. | | | | √ | |
| 12. | Students listen to the information conveyed by the teacher at the end of the lesson. | | | | √ | |
| **Total Score** | | **48** | | | | |
| **Largest Score** | | **60** | | | | |
| **Percentage of Scores (Total score divided by largest score) x 100%** | | **80%** | | | | |

**Table 2.** Student Learning Success in the Cycle I.

| No. | Student Name | Value | Information |
|---|---|---|---|
| 1. | M. Alvinza | 60 | Incomplete |
| 2. | Putra Ramadhan | 60 | Incomplete |
| 3. | Adinda Nabila | 85 | Complete |
| 4. | Amora Callista Savana | 85 | Complete |
| 5. | Annas Abraham | 70 | Incomplete |
| 6. | Asyfa Nazua Putri | 70 | Incomplete |
| 7. | Azura Natasya | 85 | Complete |
| 8. | Bening Anatasya | 85 | Complete |
| 9. | Cahaya Amanda Putri | 60 | Incomplete |
| 10. | Callista Safana | 75 | Complete |
| 11. | Daniel Pratama | 75 | Complete |
| 12. | Dony Alfino | 75 | Complete |
| 13. | Dwi Januar Anggara | 85 | Complete |
| 14. | Ferdi Hardiansyah | 70 | Incomplete |
| 15. | Indri Alfiani | 60 | Incomplete |
| 16. | Irfan Arwendi | 60 | Incomplete |
| 17. | Kania Asita | 70 | Incomplete |
| 18. | Lilis Aura Kasih | 60 | Incomplete |
| 19. | M. Daffa Ramadan | 60 | Incomplete |
| 20. | M. Fahri | 70 | Incomplete |
| 21. | M. Mahendra | 75 | Complete |
| 22. | Nasha Firni Audia | 85 | Complete |
| 23. | Nidia Natalia | 85 | Complete |
| 24. | Prastio | 60 | Incomplete |
| 25. | Rafa Agustiar | 60 | Incomplete |

| | | | |
|---|---|---|---|
| 26. | Rici Aditia | 70 | Incomplete |
| 27. | Rohmi Andwi Zuansyah | 75 | Incomplete |
| 28. | Silvia Amanda | 85 | Complete |
| 29. | Tengku Annisa | 70 | Incomplete |
| 30. | Toni Nurcahyo | 60 | Incomplete |
| 31. | Yudi Syahputra | 75 | Complete |

**Table 3.** Observation Results on Students' Ability to Conduct Learning in Cycle II.

| No. | Observed Aspects | Valuation | | | | |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 1. | Students pay attention to the feeling conveyed by the teacher. | | | | | √ |
| 2. | Students take part in ice breaking done by teachers. | | | | | √ |
| 3. | Students listen to the learning aims conveyed by the teacher. | | | | | √ |
| 4. | Students read books provided by the school. | | | | | √ |
| 5. | Students see the pictures that the teacher has provided related to the subject. | | | | | √ |
| 6. | Students make questions from the material that has been delivered by the teacher. | | | | | √ |
| 7. | Students listen to questions from other students. | | | | | √ |
| 8. | Students listen to answers from other students. | | | | | √ |
| 9. | Students respond to answers from students who ask questions. | | | | √ | |
| 10. | Provide an opinion or comment on the student's answer to the question. | | | | √ | |
| 11. | Students listen to the teacher's explanation. | | | | | √ |
| 12. | Students listen to the information conveyed by the teacher at the end of the lesson. | | | | | √ |
| **Total Score** | | **56** | | | | |
| **Largest Score** | | **60** | | | | |
| **Percentage of Scores (Total score divided by largest score) x 100%** | | **93%** | | | | |

**Table 4.** Student Learning Success in the Cycle II.

| No. | Student Name | Value | Information |
|---|---|---|---|
| 1. | M. Alvinza | 70 | Incomplete |
| 2. | Putra Ramadhan | 70 | Incomplete |
| 3. | Adinda Nabila | 95 | Complete |
| 4. | Amora Callista Savana | 95 | Complete |
| 5. | Annas Abraham | 90 | Complete |
| 6. | Asyfa Nazua Putri | 90 | Complete |
| 7. | Azura Natasya | 90 | Complete |
| 8. | Bening Anatasya | 95 | Complete |
| 9. | Cahaya Amanda Putri | 85 | Complete |
| 10. | Callista Safana | 95 | Complete |
| 11. | Daniel Pratama | 95 | Complete |
| 12. | Dony Alfino | 95 | Complete |
| 13. | Dwi Januar Anggara | 95 | Complete |
| 14. | Ferdi Hardiansyah | 95 | Complete |
| 15. | Indri Alfiani | 90 | Complete |
| 16. | Irfan Arwendi | 75 | Complete |
| 17. | Kania Asita | 95 | Complete |
| 18. | Lilis Aura Kasih | 85 | Complete |
| 19. | M. Daffa Ramadan | 85 | Complete |
| 20. | M. Fahri | 95 | Complete |
| 21. | M. Mahendra | 95 | Complete |
| 22. | Nasha Firni Audia | 100 | Complete |
| 23. | Nidia Natalia | 95 | Complete |
| 24. | Prastio | 75 | Complete |

| | | | |
|---|---|---|---|
| 25. | Rafa Agustiar | 75 | Complete |
| 26. | Rici Aditia | 90 | Complete |
| 27. | Rohmi Andwi Zuansyah | 95 | Complete |
| 28. | Silvia Amanda | 100 | Complete |
| 29. | Tengku Annisa | 100 | Complete |
| 30. | Toni Nurcahyo | 95 | Complete |
| 31. | Yudi Syahputra | 95 | Complete |

**Table 5.** Student Learning Success Rate in Cycle II.

| No. | Minimum Completeness Criteria (KKM) | Completeness Level | Students | Minimum Completeness Criteria (KKM) |
|---|---|---|---|---|
| 1. | 75 | Incomplete | 2 | 7% |
| 2. | 75 | Complete | 29 | 93% |
| **Sum** | | | **31** | **100%** |

**Table 6.** Results of Teachers' Observations on the Researcher's Ability to Conduct Learning in Cycle II.

| No. | Observed Aspects | Valuation | | | | |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 1. | The teacher conveys the learning aims and communicates the basic competencies to be achieved and motivates the students. | | | | | √ |
| 2. | The teacher presents examples of a concept such as pictures for concept introduction. | | | | | √ |
| 3. | Teachers organize students into study groups. | | | | | √ |
| 4. | Teachers encourage students to be active in groups. | | | | | √ |
| 5. | The teacher directs the students to formulate students' assumptions about the concepts and examples of the material on the diversity of traditional houses that are being studied. | | | | | √ |
| 6. | The teacher guides students in collecting information related to the concepts being discussed. | | | | | √ |
| 7. | The teacher invites groups in the class to share and discuss the allegations found so that mutual allegations can be obtained. | | | | | √ |
| 8. | The teacher provides exercises to strengthen students' understanding of the concepts that have been discussed. | | | | | √ |
| 9. | Teachers assess learning outcomes and provide. | | | | | √ |
| 10. | The teacher closes the lesson by praying. | | | | | √ |

## 5. Comparison

This study strengthens the findings of various earlier studies that show that the Think Pair Share type cooperative learning model is effective in improving student learning outcomes, especially at the elementary school level. Compared to conventional approaches that are still predominantly lecture and less actively involve students, the proven Think Pair Share model is able to encourage participation, improve communication skills, and strengthen understanding of concepts through social interaction. This is in line with Vygotsky's view that emphasizes the importance of social interaction in students' cognitive development. In addition, this study also shows the advantages of Think Pair Share in the realm of thematic learning, especially in the theme "Clean Air for Health", by providing space for students to be able to relate learning concepts to daily life in a more meaningful way as a meaningful learning principle according to Ausubel. The successful implementation of the Think Pair Share model in this study, which is demonstrated by the significant increase from cycle I to cycle II, places this study as one of the latest contributions (state of the art) in the development of learning strategies that not only improve the cognitive, but also social and emotional aspects of students as a whole.

## 6. Conclusions

The learning results of the clean air for health theme before the implementation of the Think Pair Share Type Cooperative Learning Model, student learning activities have reached 74% in the Sufficient category. The students' ability to solve the pre-test questions in the first cycle test has not been completed because there are still 17 students who have not completed it. Based on the calculation of student learning outcomes, there were 8 students who got high scores, 6 students who got enough, 7 students who got low scores, 10 students who got very low scores. Of the 31 students, there are students who have completed their studies and there are students who have not completed their studies. The minimum completeness criteria (KKM) for students learning in the first cycle is 75. The learning outcomes of the second cycle in thematic learning using the Think Pair Share type cooperative learning model in grade V of SD Negeri 101948 Bingkat student learning activities which have reached 93% in the Very Good category. The student's ability to solve the pre-test questions in the second cycle test has been completed. Based on the calculation of student learning outcomes, there were 3 students who got very high scores, 23 students who got high scores, 3 students who got enough scores, 2 students who got low scores. Of the 31 students, there are 29 students who have completed their studies.

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