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THE IMPLEMENTATION OF THE REACT LEARNING MODEL TO IMPROVE SOCIAL STUDIES LEARNING OUTCOMES IN FIFTH GRADE ELEMENTARY SCHOOL STUDENTS

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Abstrak

Tujuan dari proyek ini adalah untuk meningkatkan hasil belajar siswa pada mata pelajaran studi sosial di kelas V sekolah dasar dengan menerapkan model pembelajaran REACT (Relating, Experiencing, Applying, Cooperating, Transferring). Penelitian ini menggunakan empat fase dalam penelitian tindakan kelas (PTK), yaitu perencanaan, pelaksanaan, observasi, dan refleksi. Sebanyak 26 siswa di kelas V menjadi subjek penelitian, dengan pengumpulan data melalui tes, pencatatan, dan observasi. Penelitian dilakukan dalam dua siklus, masing-masing terdiri dari dua pertemuan. Hasil penelitian menunjukkan adanya peningkatan dalam hasil belajar siswa, yang terlihat dari 61,54% siswa (16 orang) yang berhasil menyelesaikan pembelajaran pada Siklus I, dibandingkan dengan 38,46% (10 siswa) pada siklus sebelumnya. Siklus II menunjukkan peningkatan yang signifikan, dengan 88,46% siswa (23 orang) yang menyelesaikan pembelajaran, sementara hanya 11,54% (3 siswa) yang belum menyelesaikan. Peningkatan hasil belajar tercermin dari tingkat penyelesaian dan nilai rata-rata siswa. Pada Siklus I, dengan tingkat penyelesaian 61,54%, nilai rata-rata siswa adalah 64,23, sedangkan pada Siklus II, dengan tingkat penyelesaian 88,46%, nilai rata-rata meningkat menjadi 80,62, yang berarti ada peningkatan sebesar 26,92%. Selain itu, tingkat aktivitas siswa dan guru selama proses pembelajaran juga meningkat secara signifikan antara Siklus I dan Siklus II. Hal ini menunjukkan bahwa model pembelajaran REACT efektif dalam meningkatkan hasil belajar siswa.

Abstract

The aim of this project is to improve the learning outcomes of students in social studies for fifth-grade elementary school students by implementing the REACT learning model (Relating, Experiencing, Applying, Cooperating, Transferring). This research follows four phases of Classroom Action Research (CAR), which are planning, implementation, observation, and reflection. A total of 26 fifth-grade students were involved as subjects in this study, with data collected through tests, notes, and observations. The research was conducted in two cycles, each consisting of two meetings. The findings indicate an improvement in students' learning outcomes, as evidenced by 61.54% of students (16 out of 26) completing the lessons in Cycle I, compared to 38.46% (10 students) who completed them in the previous cycle. Cycle II showed a significant improvement, with 88.46% of students (23 out of 26) completing the lessons, while only 11.54% (3 students) did not finish. The increase in learning outcomes was reflected in both the completion rate and the average score. In Cycle I, with a completion

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rate of 61.54%, the average score was 64.23, while in Cycle II, with a completion rate of 88.46%, the average score rose to 80.62, resulting in a 26.92% improvement. Additionally, there was a significant increase in student and teacher engagement during the learning process between Cycle I and Cycle II. This demonstrates the effectiveness of the REACT learning model in improving student learning outcomes.

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INTRODUCTION

Education is one of the important factors that determine the resilience and progress of a country, because education functions as a means for self-development. In Indonesia, there are three types of educational pathways, namely formal, informal, and non-formal. Schools as formal educational institutions require an effective and optimal learning process (Mayasari et al., 2022). The most basic activity in education is learning activities. This shows that the learning process experienced by students greatly influences the achievement of educational goals. Every learning activity needs to be understood and designed properly to support the achievement of effective learning (Riyanto & Muslim, 2017).

Good learning, especially in formal education, has a major impact on the quality of outcomes achieved by students. Students who receive good learning at school will experience an increase in their knowledge, and vice versa (Anas & A, 2018). Effective learning methods used by teachers can increase students' enthusiasm for learning, while poor learning can cause students to feel bored and unmotivated, which ultimately leads to low student learning outcomes.

Learning outcomes are a process of achievement obtained through individual activities or interactions with their environment, which ultimately results in an achievement. According to Rahman (2021), learning outcomes are a process in which a person obtains something by changing their behavior based on the experience gained. This opinion states that learning outcomes are the process of achieving results through education which is carried out as a form of change in individual behavior towards their environment (Widyasari et al., 2024).

The results of direct observation and interviews with grade V teachers of SDN 1 Napabalonom showed that there were obstacles in the absorption of material by students, which caused learning objectives not to be achieved as expected. The learning carried out was limited to explaining concepts and providing exercises, so it felt rigid and less interesting. Students tend to receive information passively in the knowledge transfer process, which has an impact on the lack of creativity and learning motivation, as well as their low learning outcomes. This finding is supported by research conducted by Anis Wahdati Sholekah (2020), which shows that low student learning motivation can be seen when the teacher explains the material, where students tend to daydream and learning seems monotonous. In addition, Cahayati & Irwan (2017) argue that learning difficulties that lead to low

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learning outcomes are not only caused by difficult material, but also by the way the teacher delivers the lesson.

To overcome these problems, teachers need to use learning models that can increase student motivation in the learning process. Learning models, which consist of various strategies and methods, have an important role in supporting successful learning. This model includes the entire arrangement of material presentation that involves various aspects of learning, with the support of facilities and learning processes from educators. All components or elements of learning are interrelated, forming a system (Khotimah et al., 2019). One appropriate model is REACT, which is designed to link learning with students' real experiences, so that students become more active, collaborative, and able to transfer concepts to new situations. This model is a development of the Contextual Teaching and Learning (CTL) approach, which emphasizes the involvement of students as a whole in the learning process (Ismaya et al., 2019).

According to Crawford (2001), the REACT learning model was first introduced by the Center of Occupational Research and Development (CORD). This strategy consists of five main stages, namely: (1) relating, (2) experiencing, (3) applying, (4) cooperating, and (5) transferring to other contexts. Crawford (2001) also explains that the application of the REACT learning strategy is carried out sequentially in a connected cycle, which means that the learning process using this approach continues without stopping.

Based on this understanding, it can be concluded that this learning model is used to increase student activity by confronting them with a problem that can stimulate their critical thinking and enable them to solve problems by developing their own knowledge. In accordance with the opinion above, students will be encouraged to actively participate in social studies lessons through the application of the REACT learning model, so that they can find solutions to the problems faced. This model is expected to improve students' abilities and activity, as well as their ability to solve problems, which in turn will have a positive effect on improving learning outcomes.

The conclusion of the studies shows that the use of the REACT learning method can improve social studies learning outcomes in grade V of elementary school. This study is based on empirical data that indicates the need for a new approach to learning that can increase student active involvement, improve conceptual understanding, and overall improve learning outcomes. The expected results are a significant increase in the quality of learning and student academic outcomes, while making the learning process more meaningful. This research is realized in the title "Implementation of the REACT Learning Model to Improve Social Studies Learning Outcomes in Grade V of Elementary Schools.

METHOD

This research is included in the category of Classroom Action Research (CAR) because it aims to improve student learning outcomes which are still low in social studies subjects in grade V. The CAR flow used can be described as follows.

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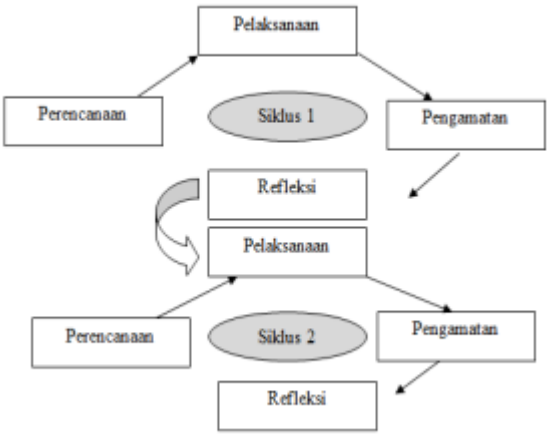

Figure 1. Research Flow

This research was conducted in two cycles, with two meetings in each cycle which included:

a. **Plan (planning)**, which includes the preparation of PBL learning model teaching modules, Student Worksheets (LKPD), and preparing the equipment and supplies needed for research activities. In addition, preparing observation sheets to assess the implementation of teaching modules and student activities, as well as test sheets to measure learning outcomes.
b. **Action and observation**, which is done by implementing actions in the classroom according to the learning steps in the PBL learning implementation plan, which includes the stages of relating, experiencing, applying, cooperating, and transferring. Observations are made to observe the implementation of the teaching and learning activity module in the classroom. Learning outcome tests are held at the end of each cycle.
c. **Reflective (reflection)**, is done to evaluate the extent to which the objectives are achieved and to determine whether there is a need for follow-up to achieve the final objective. Based on the results of the reflection, the deficiencies that occurred during the learning process will be considered for improvement in the next cycle..

The subjects of this study consisted of twenty-six fifth grade students. Data collection methods used included tests, documentation, and observation. The instruments used in this study included learning modules, teaching materials, student worksheets (LKPD), learning outcome test sheets, and student activity observation sheets. To analyze the data, descriptive, qualitative, and quantitative analysis were used, which included analysis of learning test results and analysis of student activities.

RESULTS AND DISCUSSION

Results

The implementation of this research began with pre-cycle activities, which were then continued with actions in Cycle I and Cycle II. Before the improvements were made, initial data showed that only some students managed to achieve learning completion, while the rest had not met the established standards. This indicates a need to improve the learning process so that student learning outcomes

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can be more optimal. The REACT learning model was chosen because it is considered relevant and effective in helping students understand the material continuously. Teaching and learning activities were carried out in two meetings, each with a time allocation of 2x35 minutes.

Cycle I

Contextual learning has been applied in the social studies curriculum for fifth grade students in elementary schools, based on the results of research conducted in Cycle I. The resources provided to students are in accordance with the context of their lives, although sometimes they do not match the initial planning or learning plan that has been prepared. However, the most important thing is that the material presented does not deviate far from the basic competencies to be achieved. This can be seen from the various examples given by students when asked by the teacher to create examples of events or activities that they have experienced that are in accordance with the fifth grade elementary school material.

In the implementation of cycle I, learning activities have run according to the planned scenario. Although the learning plan has been carried out well, its implementation has not been optimal because there are still several obstacles faced. These obstacles include: 1) Limited time to fully implement the REACT learning strategy. 2) Lack of student learning preparation in understanding the subject matter to be studied at the meeting that week. Learning activities are greatly influenced by the readiness of students as learning subjects, which is an important factor in the teaching and learning process. 3) Class conditions that are still crowded and often cause noise, which affects other students who want to learn in a comfortable and calm atmosphere. 4) Limited learning media, where differences in student conditions in receiving lessons require media that can support student creativity.

Based on the data obtained, the learning outcomes in cycle I showed that out of 26 students, 16 students achieved learning completion above KKM 70, while 10 other students had not achieved KKM. The percentage of learning completion in cycle I was 61.54%, as seen in Table 1 below:

Table 1. Learning Results of Cycle I

Information	Number of Students	Percentage of Average Value Student Learning Outcomes (%)
Completed (≥70)	16	61,54%
Not Completed (<70)	10	38,46%
Total	26	100%

Cycle II

The obstacles that occurred in cycle I have been fixed in the implementation of cycle II. The results of the cycle II study showed that the implementation of the REACT learning model ran according to the objectives that had been set. This was achieved by teachers optimizing time so that the learning plan could be implemented better. To overcome the shortcomings that occurred in cycle I, in cycle II, image media was used to support the learning process.

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In the first stage, namely Relating, students are invited to observe images that depict socio-cultural diversity in Indonesia, such as traditional clothing, traditional houses, and traditional ceremonies. The teacher guides students in identifying the characteristics of each culture observed and relating them to experiences or situations around them. As stated by Hakim (2017), this stage aims to connect the material with problems or phenomena that are relevant in real life.

The next stage, Experiencing, encourages students to collaborate in exploring new concepts. The teacher provides an activity sheet containing tasks to group examples of cultural diversity based on certain categories, such as ethnicity, regional language, or traditional arts. The teacher provides clear instructions, builds students' confidence, and motivates them to ask questions related to topics that are not yet understood. According to Nurhasanah and Luritawaty (2021), this stage aims to encourage students to discover concepts through observation and discussion.

The third stage is Applying, where students begin to apply the concepts they have learned. The teacher provides a Student Worksheet (LKS) containing instructions for creating a map of cultural diversity in Indonesia. In groups, students are asked to complete the task by utilizing information from textbooks or other sources. According to Hakim (2017), this stage is very important to help students apply the concepts they have learned in understanding cultural diversity in real terms. Students are then asked to conclude the material and present the results of their group work.

The fourth stage, Cooperating, focuses on cooperation between students in solving problems and exploring the material. Students discuss in groups to explore the benefits of cultural diversity in Indonesia and its impact on national unity. They are also encouraged to seek additional information through interactions with teachers or other sources outside the classroom. As explained by Nurhasanah and Luritawaty (2021), this stage emphasizes collaboration to find solutions to the problems faced.

The final stage is Transferring, where students present the results of their group discussions on how cultural diversity can be maintained and preserved. Other groups provide responses in the form of questions or comments, while the teacher provides feedback to strengthen understanding. The teacher also provides additional problems, such as examples of conflicts that arise due to a lack of understanding of cultural diversity, to test students' ability to apply concepts to real situations. It is hoped that students can solve these problems with a relevant and creative approach (Hakim, 2017).

Students in cycle II became more enthusiastic and motivated during the teaching and learning process in the classroom, which was seen from their increasing involvement in conveying the results of the discussion and responding to questions asked by the teacher. The classroom atmosphere became more lively during the learning process, although students sometimes made noise, but this did not last long.

Judging from the comparison of pretest and posttest scores, because the posttest score is higher than the pretest score, student learning achievement has increased. Based on the observation results, the application of contextual learning with the REACT strategy has been implemented well in learning in class V. Students appear active in participating in the REACT model learning, as seen from their activeness in discussing and good understanding of the material. Student responses to the application of REACT learning show that the majority of students feel happy and easy to understand the subject

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matter. In the process of implementing REACT learning, all students appear active in participating in the ongoing learning process. The results of the analysis for cycle two are as follows.

Table 2. Learning Results of Cycle II

N0	Indicator	Cycle II
1.	Average value	80,64
2.	Number of Students Completed	23 People
3.	Number of Students Not Completed	3 People
4.	Learning Completion	88,64%

Based on the analysis of student learning outcomes after implementing contextual learning with the REACT strategy, there was an increase in the average value and level of student learning completion.

Discussion

In cycle I, there were 16 students, or 61.54%, who successfully completed the learning, while 10 students, or 38.46%, did not complete the learning. On the other hand, in cycle II, there was a significant increase, with 23 students, or 88.46%, successfully completing the learning, while only 3 students, or 11.54%, did not. Thus, there was an increase in the learning completion rate of 26.92% between cycles I and II. The increase in the average value between the two cycles can be seen in Figure 1 below.

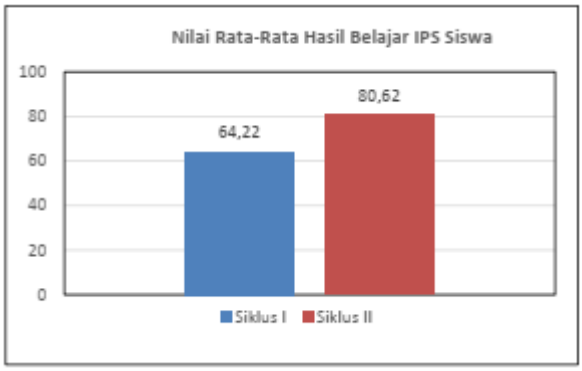

Figure 1. Comparison of Average Values of Cycle II

Based on the data obtained, in cycle II, the application of the REACT contextual learning approach showed a better increase in student learning outcomes compared to cycle I. The average student learning outcomes in cycle II reached 80.62%, while in cycle I it was only 64.23%. The difference in average values between cycles I and II of 16.38% showed a significant increase in student learning outcomes.

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With the level of learning completion in cycle II reaching 88.64%, the indicator of successful action has been achieved, so no additional cycles are needed. This shows that the REACT learning approach can improve students' social studies learning outcomes. However, based on reflections from cycles I and II, there are several things that need to be considered and improved in subsequent learning, such as the heterogeneous psychological conditions of students, differences in student learning styles, optimization of learning time and situations, and students' understanding of the material. All of these things require teacher creativity to create a more conducive classroom atmosphere.

The results of the study conducted by Agusti et al. (2024) showed that: 1) the average score of the learning outcome test was 89.25 with a KKM of 75. Based on these results, 20 students (100%) achieved individual completion, which means that classical completion has been achieved. 2) There was an increase in student learning outcomes after the application of the REACT model. Inferential analysis in hypothesis testing showed that the learning indicators accepted H1 at $\alpha = 0.05$.

Furthermore, research from Aen (2021) revealed that the application of contextual learning with the REACT strategy—which includes relating, experiencing, applying, cooperating, and transferring—can be implemented well and is able to support the improvement of social studies learning achievement of grade V elementary school students.

This finding is in line with the opinion of Nisa & Setiyani (2016), which states that supportive teacher behavior patterns are positively correlated with students' tendency to cooperate, participate in class or school activities, and learning outcomes. Conversely, authoritarian and punitive teacher behavior patterns are negatively correlated with the three student behaviors. To improve student learning achievement, reinforcement or rewards are needed so that students are motivated to study harder. In this case, behavioral psychology theory explains that rewards and prizes can fulfill psychological needs that arise within an individual.

Based on the findings of the study, student learning outcomes in social studies subjects of grade V elementary school have been proven to increase after the application of the REACT learning paradigm. This study was conducted in two cycles, with improvements made after each cycle. Initially, pre-cycle data showed that only some students achieved learning completion according to the established standards, while the rest had not met the criteria. This indicates the need for improvements in the learning process so that students can achieve learning objectives more optimally.

The results of this study prove the success of the implementation of the REACT learning approach in improving student learning outcomes in social studies. Cycle II has met the success indicators, so no further cycles are needed. However, this study also identified several aspects that need to be improved in subsequent learning, such as managing heterogeneous student psychological conditions, accommodating different learning styles, optimizing learning time, and student understanding of the material. The role of teachers in creating a positive and dynamic classroom atmosphere is very important to maintain student motivation and enthusiasm, which is reflected in the increase in student activity and positive responses during the learning process.

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CONCLUSION AND RECOMMENDATION

The knot

The conclusion of this study is that the application of the REACT (relating, experiencing, applying, cooperating, and transferring) learning model can effectively improve students' academic outcomes in social studies lessons in grade V of elementary school. In cycle I, although there were several obstacles, the level of student learning completion was still below the target, which was 61.54%. However, in cycle II, after improvements were made, there was a significant increase, with the level of learning completion reaching 88.46% and the average student score increasing from 64.23% to 80.62%. This shows that students' social studies learning outcomes can be improved through the application of the REACT learning paradigm at SDN 1 Napabolono.

Based on the results of this classroom action research, it can be used as a reference in achieving educational goals. Contextual learning with the REACT strategy can be applied to other materials and subjects. Teachers as curriculum developers in the classroom are expected to be motivators for their students. In learning activities, teachers must be selective in choosing strategies or learning methods that are appropriate to the subject matter and student characteristics.

Recommendation

To increase student learning outcomes, teachers must be able to apply the model REACT learning into the classroom. To arouse students' interest in the process education in order to provide inspiration and help them achieve learning outcomes. expected

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