

ABSTRACT

Implementation of Reciprocal Teaching Model to Student Learning Outcomes in the Themes of My Country My Nature of Natural Property Utilization in Indonesia Class IV SDN Bangselok I Kecamatan Kota Sumenep

Keywords: *Learning Model, reciprocal teaching, learning outcomes, thematic, utilization of natural resources.*

This action research is to learn to apply reciprocal teaching and learning models and to improve learning outcomes on the beautiful themes of my country, the sub-theme of the utilization of natural wealth in Indonesia in grade IV in Bangselok I Elementary School, Sumenep City District.

This research is a classroom action research that uses reciprocal learning learning models. This research was conducted in cycles for the initial data and 3 cycles. In each cycle consists of two meetings, each meeting consists of 1 learning. Data collection techniques in this study used multiple choice tests and descriptions, observation of teacher and student activities, and documentation.

The teacher only uses the question and answer and lecture methods, without being interspersed with learning models that can activate students in learning. This is the reason why the learning process runs inefficiently and causes student learning outcomes to decline. One alternative that can be done to improve student learning outcomes in the learning process in Bangselok I Elementary School is to change the way or model of learning that has not been reduced by students, namely the reciprocal teaching learning model. Improved learning outcomes on the theme of the beauty of my country sub-theme utilization of natural resources in Indonesia at an average of 52.39, cycle I increased to 66.26, cycle II increased again by 77.94, and in the final cycle, cycle III increased again to 84.26, this shows that this action was declared successful because the average student at the end of the cycle reached 84.26. From the learning outcomes value data that increases in each cycle, this study was successful in the second cycle because the percentage of completeness reached 77.42%, however, improvements were made in cycle III to further optimize student learning outcomes. The percentage of achievement in the third cycle is 96.77% and has reached the indicator of success, namely 70% of students have reached the KKM score.