

ABSTRACT

Improvement of Student Learning Outcomes of Animal and Plant Sub Themes in My Home Environment Through the Auditory Intellectually Repetition (AIR) Model Using Camtasia Media in Class IV Students of SDN Bangselok I, Sumenep City District

Keywords: *Learning Outcomes, thematic, learning models, auditory intellectually repetition, camtasia*

This study aims to (1) find out the Auditory Intellectually Repetition (AIR) learning model on the learning outcomes of Grade IV students in the animal and plant sub themes in my home environment at SDN Bangselok I, Sumenep City District. (2) find out the increase in class IV student learning outcomes in the animal and plant sub-themes in my home environment through the Auditory Intellectually Repetition (AIR) model on Camtasia media in SDN Bangselok I, Sumenep City District.

This research is a classroom action research that uses the Auditory Intellectually Repetition learning model. This research was conducted in pre-cycle for initial data and 2 cycles. In one cycle consists of two meetings, in a meeting consisting of 1 Learning. Data collection techniques in this study used multiple choice tests and descriptions, observation of teacher activities, and documentation.

The results of this study are (1) the application of the Auditory Intellectually Repetition learning model to student learning outcomes can be said to be good and can be used as a learning model that can improve student learning outcomes. In the second cycle, student learning outcomes have increased from cycle I. Student learning outcomes have also reached a predetermined success indicator of 70%. (2) Improved learning outcomes on the theme of caring for living things animal and plant subthemes in my home environment where the results of the percentages are as follows with pre-cycle in each subject namely Indonesian (41%), Natural Sciences (47%), Social Sciences (53%). In the first cycle were Indonesian (70%), Natural Sciences (72%), Social Sciences (66%). Indonesian Cycle II (79%), Natural Sciences (83%), Social Sciences (75%) and have achieved indicators of success in the second cycle.