



Improving Student Learning Outcomes on the Material of Recognizing Capital Letters Using the Student Active Learning Approach at RA Muslimat NU 65 Faqih Hasyim

Ida Fitriyana, RA Muslimat NU 65 Faqih Hasyim, Indonesia

Heny Novita, RA Ummi Lubuk Pakam, Indonesia

ABSTRACT

Efforts to Improve Learning Outcomes of Capital Letter Recognition Material Using SAL of Students in Grade Zero of RA Muslimat NU 65 Faqih Hasyim. The purpose of this study is to Improve Learning Outcomes of Capital Letter Recognition Material Using SAL of Students in Grade Zero of RA Muslimat NU 65 Faqih Hasyim. The method used in this study is Action Research which consists of 2 (two) cycles, and each cycle consists of: Planning, Implementation, Observation, and reflection. Based on the results of the action research, SAL Type Cooperative Learning can Improve Learning Outcomes of Capital Letter Recognition Material of Students in Grade Zero of RA Muslimat NU 65 Faqih Hasyim. Furthermore, the researcher recommends: (1) For teachers who have the same difficulties, they can apply SAL Type Cooperative Learning to improve Learning Outcomes. (2) In order to get maximum results, it is hoped that teachers will make SAL Type Cooperative Learning more interesting and varied.

 OPEN ACCESS

ARTICLE HISTORY

Received: 17 Jan 2025

Revised: 27 Feb 2025

Accepted: 5 March 2025

Published: 31 March 2025

KEYWORDS

Learning outcomes, student active learning approach, early childhood.

Corresponding Author:

Ida Fitriyana

RA Muslimat NU 65 Faqih Hasyim, Indonesia
idafitriyana89@gmail.com

Introduction

Education as an effort to educate the nation's life to become a whole human being with the soul of Pancasila. In the Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System also states as follows: "National Education functions to develop the ability and shape the character and civilization of a dignified nation in order to educate the nation's life, aiming to develop the potential of students to become humans who believe and are devoted to God Almighty, have noble morals, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens" In addition, education is also the most effective and efficient means of improving human resources to achieve the expected dynamics. Based on the results of daily tests conducted at TK Nol Besar RA Muslimat NU 65 Faqih Hasyim, Sidoarjo

Regency, information was obtained that the learning outcomes of students' Capital Letter Recognition Material were low below the Minimum Completion Standard, which was below 65.

Factors that caused the above conditions include: Students' cognitive abilities in understanding IPS concepts are still low, The learning that takes place tends to be monotonous and boring, Students are not motivated to learn IPS and consider IPS as just memorization. This is a challenge that must be faced and resolved by a teacher. Teachers are required to be more creative in preparing the learning that will be implemented. Developed, for example in the selection of learning models that will be used in learning as one form of learning strategy. Teacher readiness in managing learning will have a positive impact on students, including better student learning outcomes and in accordance with the indicators to be achieved. One of the learning models that can be applied in learning Capital Letter Recognition Material is the Student Active Learning (SAL) Method because students can be actively involved because they have their respective roles and responsibilities, so that student activity during the learning process increases. The Student Active Learning (SAL) method is a teaching method by distributing question sheets and answer sheets accompanied by available alternative answers. Students are expected to be able to find answers and ways to solve existing questions. Based on the description above, as a researcher, it is important to conduct research on the above problems. Therefore, an effort to improve the learning outcomes of students' Capital Letter Recognition Material was carried out by Classroom Action Research with the title: "Efforts to Improve Learning Outcomes of Capital Letter Recognition Material Through the SAL Method for Students of RA Muslimat NU 65 Faqih Hasyim".

Methods

This research was conducted at RA Muslimat NU 65 Faqih Hasyim, Siwalanpanji Village, Buduran District, Sidoarjo Regency, East Java Province in the 2018/2019 Academic Year, which is located outside the city about 9 km from the city of the Regency. RA Muslimat NU 65 Faqih Hasyim, Siwalanpanji Village, Buduran District, Sidoarjo Regency, East Java Province has incomplete facilities with an inadequate Library, No Science Laboratory, No Computer Laboratory and others. With a total of 11 Permanent and PHL Teachers and 1 Education Personnel. The object of this research is the Zero Big Kindergarten Students of RA Muslimat NU 65 Faqih Hasyim, Siwalanpanji Village, Buduran District, Sidoarjo Regency, East Java Province with a total of 10 students, consisting of 5 male students and 5 female students.

The Classroom Action Research was conducted for 3 months, namely from February to April 2022. This research was taught on the material of Recognizing Capital Letters. This research was planned for 2 cycles, each cycle consisting of 3 meetings. This research used the Classroom Action Research design with Cycles. At this stage,

preparations were made to carry out action planning by making a syllabus, lesson plan, teacher and student observation sheets, student worksheets, and making evaluation tools in the form of written tests with a multiple-choice model. At this stage, observations were made of the implementation of the action, the aspects observed were the activeness of students and teachers in the learning process using activity observation sheets and student and teacher responses.

Meanwhile, improvements in student learning outcomes were obtained from student learning outcome tests. At this stage, an evaluation of the learning process in cycle I was carried out and was considered for planning the next cycle. The results of reflection and data analysis in cycle I were used as a reference in planning cycle II by correcting weaknesses and deficiencies in cycle I. The stages passed were the same as in cycle I.

Result

At the planning stage, the teacher prepares actions in the form of a Learning Implementation Plan (RPP) in accordance with the Lecture Method on the Material Recognizing Capital Letters. In addition, the teacher also makes Student Worksheets (LKS) and compiles observation sheets for teacher and student activities. Furthermore, the teacher makes a learning outcome test. Before the action is carried out in class, the teacher and observer discuss the observation sheet. The action is carried out on Monday, February 26, 2022 from 07.00 to 08.10 WIB. The learning activities carried out consist of three stages, namely preliminary activities, core activities and closing activities. The time allocated for preliminary activities is 10 minutes, while the time allocation for core activities is 40 minutes and the allocation for closing activities is 20 minutes.

In the preliminary activities, the teacher carries out three activities, namely (1) greeting and checking student attendance, (2) doing ice breaking in the form of singing, (3) exploring student knowledge and linking it to the subject matter that will be taught next. Ice breaking activities carried out by the teacher. The teacher explains the students' assignments in advance, before the assignment is carried out so that students do not become confused. In addition, during the discussion the teacher walks around the group to supervise students working while occasionally commenting on the students' work. Representatives from each group then read the results of the group discussion. Students from other groups will be asked for their opinions regarding the answers of the group that is presenting. If there are mistakes, the teacher first asks fellow students to make improvements.

Students who have correct group findings and present well receive praise from the teacher while students who have not done their best are motivated and given reinforcement. The final activities include: (1) conducting an evaluation to determine student achievement after implementing learning with the Student Active Learning (SAL)

Method strategy, (2) students do a flashback about the learning that has just been done and (3) students and teachers celebrate learning success by clapping happily.

The participation of students of Kindergarten Nol Besar RA Muslimat NU 65 Faqih Hasyim, there was an increase in Learning Activities in the initial conditions after the implementation of the learning model using the Student Active Learning (SAL) Method. This can be seen from the learning outcomes and student responses to Learning Activities although there are still a few problems that arise during the Learning Activities process. With the problems that occurred in the initial conditions, we together with observers reflected on the problem so that it could be fixed in cycle I with the hope that all students would be able to improve their learning outcomes. The participation of students of Kindergarten Nol Besar RA Muslimat NU 65 Faqih Hasyim, in teaching and learning activities can be seen from the learning outcomes of students in the initial conditions. The learning outcomes of students in the initial conditions with the application of the Lecture Method with a total of 10, there were 6 students or 60.0% who completed and 4 students or 40.0% who did not complete with an average value of 63.5.

The main objective of this study was to determine the improvement of learning outcomes in the Capital Letter Recognition Material by implementing lectures, it turned out that the average value obtained was 63.5 and classically 60%. This is still far from expectations. Therefore, the reflection presented will be focused on improving student learning outcomes in the Capital Letter Recognition Material.

In the initial condition, there was a lack of student understanding of the Capital Letter Recognition Material. According to observers, there are several things that cause this to happen. First, students do not focus on filling out the LKS so that there are certain parts of the LKS contents that are not filled in perfectly. Second, students do a lot of things outside the context of learning, such as playing with their group mates. Third, one or two groups were unable to answer the questions given by the teacher properly during the evaluation at the end of the lesson.

From the findings of these shortcomings, the researcher created a new strategy to reduce the causes of the lack of student understanding above, which will then be applied in cycle I. For the first problem, the researcher assigned three students in each group to write the results of the activity so that all LKS were filled in. In this way, the collected data becomes complete so that students better understand the new grouping material, in order to reduce students playing with their friends. While the third problem, the researcher provides a more detailed explanation of the material on Recognizing Capital Letters, especially for questions that are difficult or cannot be answered by the group in the discussion. In addition, for this third problem, the explanation is assisted by observers. At the planning stage, the teacher prepares actions in the form of a Learning Implementation Plan (RPP) in accordance with the Student Active Learning Method (SAL) Type Learning Method with the Material on Recognizing Capital Letters. In addition, the teacher also makes Student Worksheets (LKS) and compiles observation sheets for

teacher and student activities. Furthermore, the teacher makes a learning outcome test. Before the implementation of the action is carried out in class, the teacher and observer discuss the observation sheet.

The implementation of cycle I actions was carried out in 3 (three) meetings, namely: 1) Meeting 1, on Thursday, March 1, 2018 from 07.00 to 08.10 WIB. The learning activities carried out consisted of three stages, namely preliminary activities, core activities and closing activities. The time allocated for preliminary activities is 10 minutes, while the time allocation for core activities is 40 minutes and the allocation for closing activities is 20 minutes.

In the preliminary activities, the teacher carried out three activities, namely (1) greeting and checking student attendance, (2) doing ice breaking in the form of singing, (3) exploring student knowledge and linking it to the subject matter that will be taught next. Ice breaking activities carried out by the teacher. Through core activities, designing activities so that students can experience the process of finding, naming and presenting. In order to find related to the Student Active Learning (SAL) Method, the teacher first divided students into 3 groups and each group consisted of 3-4 students.

The teacher explained the students' assignments in advance, before the assignment was carried out so that students would not be confused. In addition, during the discussion, the teacher goes around the group to supervise students working while occasionally commenting on the students' work. Representatives from each group then read out the results of the group discussion. Students from other groups will be asked for their opinions regarding the answers of the group that is presenting. If there are errors, the teacher first asks fellow students to make improvements. Students who have correct group findings and present well get praise from the teacher, while students who have not done their best are motivated and given reinforcement. The final activities include: (1) conducting an evaluation to determine student achievement after learning using the Student Active Learning (SAL) Method, (2) students do a flashback about the learning that has just been done and (3) students and teachers celebrate learning success by clapping happily. 2) The 2nd meeting, on Saturday, March 3, 2022 from 07.00 to 08.10 WIB. The learning activities carried out consist of three stages, namely preliminary activities, core activities and closing activities. The time allocated for preliminary activities is 10 minutes, while the time allocation for core activities is 40 minutes and the allocation for closing activities is 20 minutes.

In the preliminary activities, the teacher carries out three activities, namely (1) greeting and checking student attendance, (2) doing ice breaking in the form of singing, (3) exploring student knowledge and linking it to the subject matter that will be taught next. Ice breaking activities carried out by the teacher. Through core activities, designing activities so that students can experience the process of finding, naming and presenting. To be able to find related to the Student Active Learning (SAL) Method, first the teacher divides students into 3 groups and each group consists of 3-4 students. The teacher first

explains the students' assignments, before the assignment is carried out so that students do not become confused. In addition, during the discussion the teacher goes around the group to supervise students working while occasionally commenting on the results of the students' work. Representatives of each group then read the results of the group discussion. Students from other groups will be asked for their opinions regarding the answers of the group that is presenting. If there are mistakes, the teacher first asks fellow students to make improvements. Students who have correct group findings and present well get praise from the teacher while students who have not done their best are motivated and given reinforcement. The final activities include: (1) conducting an evaluation to determine student achievement after implementing learning using the Student Active Learning (SAL) Method, (2) students doing a flashback on the learning that has just been done and (3) students and teachers celebrating learning success by clapping happily. 3) The 3rd meeting, on Monday, March 5, 2018 from 07.00 to 08.10 WIB. The learning activities carried out consist of three stages, namely preliminary activities, core activities and closing activities. The time allocated for preliminary activities is 10 minutes, while the time allocation for core activities is 40 minutes and the allocation for closing activities is 20 minutes. In the preliminary activities, the teacher carries out three activities, namely (1) greeting and checking student attendance, (2) doing ice breaking in the form of singing, (3) exploring student knowledge and linking it to the subject matter that will be taught next. Ice breaking activities carried out by the teacher.

Through core activities, designing activities so that students can experience the process of finding, naming and presenting. To be able to find related to the Student Active Learning (SAL) Method, first the teacher divides students into 3 groups and each group consists of 3-4 students. The teacher first explains the students' assignments, before the assignment is carried out so that students do not become confused. In addition, during the discussion the teacher goes around the group to supervise students working while occasionally commenting on the students' work. Representatives of each group then read the results of the group discussion. Students from other groups will be asked for their opinions regarding the answers of the group that is presenting. If there is an error, the teacher first asks fellow students to make improvements. Students who have correct group findings and present well get praise from the teacher while students who have not done their best are motivated and given reinforcement.

The final activities of cycle I include: conducting an evaluation to determine student achievement after learning using the Student Active Learning (SAL) Method, Participation of students of Kindergarten Nol Besar RA Muslimat NU 65 Faqih Hasyim has increased in Learning Activities in cycle 1 after the implementation of the cooperative learning model of the Student Active Learning (SAL) Method type. This can be seen from the learning outcomes and student responses to Learning Activities although there are still a few problems that arise during the Learning Activity process. With the problems that

occurred in cycle I, we together with observers reflected on the problem so that it could be fixed in cycle II with the hope that all students would be able to improve their learning outcomes. Participation of students of Kindergarten Nol Besar RA Muslimat NU 65 Faqih Hasyim in social studies teaching and learning activities.

This can be seen from the results of student learning in cycle I. The results of student learning in cycle I with the application of the learning model using the Student Active Learning (SAL) Method with 10 students, there were 8 students or 80% who completed and 2 students or 20% who did not complete, with an average value of 69.0. The data can be seen in table 2 below. The results of the observer's research on student activities during learning activities that apply the Student Active Learning (SAL) Method model on the Material for Recognizing Capital Letters in cycle 1 are included in the good category. Complete data can be seen in the appendix. To find out students' responses to the learning activities they undergo using the Student Active Learning (SAL) Method, a questionnaire was used which was given to students after the entire learning process was completed. The results of the student response questionnaire on cooperative learning of the Student Active Learning (SAL) Method type, are shown in table 3 below which is a summary of the results of the questionnaire on the responses of 10 students to the cooperative learning model of the Student Active Learning (SAL) Method type applied during the learning activities of the Multicultural Capital Letter Recognition Material, students generally gave positive responses while participating in the learning activities happily, students also felt happy with the LKS used, the classroom atmosphere, and the way the material was presented by the teacher, and the new learning model they received, during the learning activities students also felt happy because they could express their opinions, and students felt they had benefited from the cooperative learning model of the Student Active Learning (SAL) Method type. The main objective of this study was to determine the improvement in learning outcomes in the Multicultural Capital Letter Recognition Material by applying the Student Active Learning (SAL) Method type cooperative learning model. Therefore, the reflection presented will be focused on improving student learning outcomes in the Capital Letter Recognition Material.

In cycle 1, there was a lack of student understanding in the material Recognizing Capital Letters. According to observers, there were several things that caused this to happen. First, students did not focus on filling out the LKS so that there were certain parts of the LKS contents that were not filled in perfectly. Second, students did many things outside the context of learning, such as playing with their group mates. Third, one or two groups were unable to answer the questions given by the teacher during the evaluation at the end of the lesson.

From the findings of these shortcomings, the researcher created a new strategy to reduce the causes of the lack of student understanding above, which will then be applied in cycle II. For the first problem, the researcher assigned three students in each group to write the results of the activities so that all LKS were filled in. In this way, the

data collected became complete so that students better understood the new grouping material, in order to reduce students playing with their friends. While the third problem, the researcher provided a more detailed explanation of the Multicultural Capital Letters Recognizing Material, especially for questions that were difficult or unable to be answered by the group in the discussion. In addition, for this third problem, the explanation was assisted by observers.

At the planning stage, the teacher prepares actions in the form of a Learning Implementation Plan (RPP) in accordance with the Student Active Learning Method (SAL) by correcting deficiencies in cycle I on the material on Recognizing Capital Letters. In addition, the teacher also makes Student Worksheets (LKS) and compiles observation sheets for teacher and student activities. Furthermore, the teacher makes a learning outcome test. Before the action is carried out in class, the teacher and observer discuss the observation sheet.

The implementation of cycle II actions is carried out in 3 (three) meetings, namely: 1) Meeting 1, on Monday, March 12, 2022 from 07.00 to 08.10 WIB. The learning activities carried out consist of three stages, namely preliminary activities, core activities and closing activities. The time allocated for preliminary activities is 10 minutes, while the time allocation for core activities is 40 minutes and the allocation for closing activities is 20 minutes.

In the preliminary activities, the teacher carries out three activities, namely (1) greeting and checking student attendance, (2) conducting ice breaking in the form of singing, (3) exploring student knowledge and linking it to the subject matter that will be taught next. Ice breaking activities carried out by the teacher. Through core activities, designing activities so that students can experience the process of finding, naming and presenting. To be able to find related to the Student Active Learning (SAL) Method, first the teacher divides students into 4 groups and each group consists of 2-3 students. The teacher first explains the students' assignments, before the assignment is carried out so that students do not become confused. In addition, during the discussion the teacher goes around the group to supervise students working while occasionally commenting on the results of the students' work. Representatives of each group then read the results of the group discussion. Students from other groups will be asked for their opinions regarding the answers of the group that is presenting. If there are errors, the teacher first asks fellow students to make improvements. Students who have correct group findings and present well get praise from the teacher while students who have not done their best are motivated and given reinforcement.

Discussion

The final activities include: (1) conducting an evaluation to determine student achievement after implementing learning using the Student Active Learning (SAL) Method, (2) students do a flashback about the learning that has just been done and (3)

students and teachers celebrate learning success by clapping happily. 2) The 2nd meeting, on Thursday, March 15, 2022 from 07.00 to 08.10 WIB. The learning activities carried out consist of three stages, namely preliminary activities, core activities and closing activities. The time allocated for preliminary activities is 10 minutes, while the time allocation for core activities is 40 minutes and the allocation for closing activities is 20 minutes. In the preliminary activities, the teacher carries out three activities, namely (1) greeting and checking student attendance, (2) doing ice breaking in the form of singing, (3) exploring student knowledge and linking it to the subject matter that will be taught next. Ice breaking activities carried out by the teacher. Through core activities, designing activities so that students can experience the process of finding, naming and presenting. In order to find out about the Student Active Learning (SAL) Method, the teacher first divides students into 2 groups and each group consists of 2-3 students.

The teacher first explains the students' assignments, before the assignment is carried out so that students do not get confused. In addition, during the discussion the teacher goes around the group to supervise students working while occasionally commenting on the students' work. Representatives of each group then read the results of the group discussion. Students from other groups will be asked for their opinions regarding the answers of the group that is presenting. If there are errors, the teacher first asks fellow students to make improvements. Students who have correct group findings and present well get praise from the teacher while students who have not done their best are motivated and given reinforcement.

The final activities include: (1) conducting an evaluation to find out student achievement after learning using the Student Active Learning (SAL) Method, (2) students do a flashback about the learning that has just been done and (3) students and teachers celebrate learning success by clapping happily. 3) The 3rd meeting, on Saturday, March 17, 2022 from 07.00 to 08.10 WIB. The learning activities carried out consist of three stages, namely preliminary activities, core activities and closing activities. The time allocated for preliminary activities is 10 minutes, while the time allocation for core activities is 40 minutes and the allocation for closing activities is 20 minutes. In the preliminary activities, the teacher carries out three activities, namely (1) greeting and checking student attendance, (2) conducting ice breaking in the form of singing, (3) exploring student knowledge and linking it to the subject matter that will be taught next. Ice breaking activities carried out by the teacher.

Through core activities, designing activities so that students can experience the process of finding, naming and presenting. To be able to find related to the Student Active Learning (SAL) Method, first the teacher divides students into 4 groups and each group consists of 2-3 students. The teacher first explains the students' assignments, before the assignment is carried out so that students do not become confused. In addition, during the discussion the teacher goes around the group to supervise students working while occasionally commenting on the results of the students' work.

Representatives of each group then read the results of the group discussion. Students from other groups will be asked for their opinions regarding the answers of the group that is presenting. If there are errors, the teacher first asks fellow students to make improvements. Students who have correct group findings and present well get praise from the teacher, while students who have not done their best are motivated and given reinforcement. The final activities of cycle I include: conducting an evaluation to determine student achievement after learning using the Student Active Learning (SAL) Method, Participation of students of Kindergarten Nol Besar RA Muslimat NU 65 Faqih Hasyim has increased in Learning Activities in cycle II after the implementation of the cooperative learning model using the Student Active Learning (SAL) Method. This can be seen from the learning outcomes and student responses to Learning Activities although there are still a few problems that arise during the Learning Activity process.

Participation of students of Kindergarten Nol Besar RA Muslimat NU 65 Faqih Hasyim in social studies teaching and learning activities. This can be seen from the learning outcomes of students in cycle II. The learning outcomes of students in cycle II with the implementation of the cooperative learning model of the Student Active Learning (SAL) method type with a total of 10 students, there are 10 students or 100% who have completed and those who have not completed there are 0 students or 0% who have not completed and an average score of 79.4. The main objective of this study was to determine the improvement of learning outcomes in the Multicultural Capital Letter Recognition Material by implementing a learning model using the Student Active Learning (SAL) Method. Therefore, the reflection presented will be focused on improving student learning outcomes in the Multicultural Capital Letter Recognition Material. In cycle 1, there was a lack of student understanding in the Multicultural Capital Letter Recognition Material. According to observers, there are several things that cause this to happen. First, students do not focus on filling out the LKS so that there are certain parts of the LKS contents that are not filled in perfectly. Second, students do a lot of things outside the context of learning, such as playing with their group mates. Third, one or two groups were unable to answer the questions given by the teacher during the evaluation at the end of the lesson properly.

From the findings of these deficiencies, the researcher created a new strategy to reduce the causes of the lack of student understanding above, which will then be applied in cycle II. For the first problem, the researcher assigned three students in each group to write the results of the activities so that all LKS were filled in. In this way, the data collected became complete so that students better understood the new grouping material, in order to reduce students playing with their friends. While the third problem, the researcher provided a more detailed explanation of the material Recognizing Capital and Critical Letters, especially for questions that were difficult or unable to be answered by the group in the discussion. In addition, for this third problem, the explanation was assisted by observers. The results of the study showed that the learning outcomes of

the evaluation of the initial conditions of students of Kindergarten Nol Besar RA Muslimat NU 65 Faqih Hasyim for the Material of Recognizing Capital Letters with a learning model using the Lecture Method obtained an average value of the initial conditions of 63.5 with the highest value of 75 there was 1 person and the lowest value was 50 there was 1 person with the provision of learning 60% and 40% did not complete. The results of the study showed that the learning outcomes of students of Kindergarten Nol Besar RA Muslimat NU 65 in cycle 1 for the Material of Recognizing Capital Letters with a learning model, the Student Active Learning (SAL) Method obtained an average value of cycle 1 of 69.0 with the highest value of 80 there was 1 person and the lowest value was 55 there was 1 person with the provision of learning 80% and 20% did not complete. While in cycle II for the material of Recognizing Capital Letters, the average value of cycle II was 76.0 with the highest value of 90, there was 1 person and the lowest value was 60, there was 1 person with 90% learning completion and 10% who did not complete it.

Based on student learning outcome data from cycle I and cycle II, it shows an increase in the learning outcomes of students of Kindergarten Nol Besar RA Muslimat NU 65 Faqih Hasyim in the 2018/2019 academic year, showing an increase in student learning outcomes on the same material, namely Recognizing Capital Letters. This is because in cycle I and cycle II, the cooperative learning model of the Student Active Learning (SAL) method has been implemented. Student activities during the learning activities that apply the Student Active Learning (SAL) Method on the material of Recognizing Capital Letters and Critical according to observers' assessments are included in the good category for all aspects of student activity. The student activities assessed by the observer are aspects of student activity: listening and paying attention to the teacher's explanation, cooperation in groups, working using teaching aids, student activity in discussions, presenting discussion results, concluding materials, and students' ability to answer questions from the teacher. Based on the results of the assessment that has been carried out, the most dominant student activities are working together to work on LKS and discussing. This shows that students work together and are responsible for getting good results. This is in accordance with Santoso's opinion (dalamnam, 2000:40) which states that cooperative learning encourages students in study groups, to work and be responsible seriously until the completion of individual and group tasks.

The ability of teachers in managing the cooperative learning model of the Student Active Learning (SAL) Method type according to the results of the observer's assessment is included in the good category for all aspects. This means that overall the teacher has good ability in managing the Student Active Learning (SAL) Method on the Material of Recognizing Multicultural Capital Letters. This is in accordance with the opinion of Ibrahim (2000), that teachers play an important role in managing teaching activities, which means that teachers must be creative and innovative in designing learning

activities in the classroom, so that students' interest and motivation in learning can be increased. Another opinion that supports it is Piter (in Nur and Wikandari 1998). A teacher's ability is very important in managing learning so that learning activities can take place effectively and efficiently. Based on the results of the student response questionnaire on the cooperative learning model of the Student Active Learning (SAL) Method type applied by the researcher, it shows that students are happy with the subject matter. LKS, learning atmosphere and how the teacher presents the material. According to students, with the cooperative learning model of the Student Active Learning (SAL) Method type, they find it easier to understand the subject matter, the interaction between teachers and students and the interaction between students is created better with the discussion, while students' dislike of the cooperative learning model of the Student Active Learning (SAL) Method type is caused by the learning atmosphere in the classroom which is rather noisy. All students (100%) think that they have just followed learning with the Student Active Learning (SAL) Method. Students feel happy, especially since the next topic uses the Student Active Learning (SAL) Method.

Conclusion

Based on the results of the research that has been conducted, it can be concluded that the implementation of the Sentra Area Learning (SAL) approach is able to improve student learning outcomes in the material of recognizing capital letters in class Zero Besar RA Muslimat NU 65 Faqih Hasyim. The SAL approach which is centered on playing while learning activities has proven to be effective in attracting student interest and providing a fun and meaningful learning experience. Through structured and varied activities in various centers such as language centers, blocks, and arts, students become more active, involved, and enthusiastic in recognizing the shape and sound of capital letters. Learning that involves concrete and multisensory media also helps students remember and distinguish capital letters more easily. The role of the teacher as a facilitator is also very important in guiding students during the learning process. Overall, the use of the SAL approach in recognizing capital letters not only improves students' cognitive abilities, but also develops social, emotional, and motor aspects. Thus, SAL is an appropriate strategy and can be applied sustainably in the learning process in early childhood education, especially in introducing letters to children.

References

- Arikunto, S. (2002). *Prosedur Penelitian*. Bandung: Rineka Cipta.
- Dasopang, M. D., Lubis, A. H., & Dasopang, H. R. (2022). How do Millennial Parents Internalize Islamic Values in Their Early Childhood in the Digital Era? *AL-ISHLAH: Jurnal Pendidikan*, 14(1), 697–708.

- Dasopang, M. D., Nasution, I. F. A., & Lubis, A. H. (2023). The Role of Religious and Cultural Education as A Resolution of Radicalism Conflict in Sibolga Community. *HTS Theological Studies*, 79(1), 1–7.
- Erawadi, E., Hamka, H., & Juliana, F. (2017). The Analysis of Student's Stressed Syllables Mastery at Sixth Semester of TBI in IAIN Padangsidimpuan. *English Education: English Journal for Teaching and Learning*, 5(1), 44–57.
- Fatimah, A., & Maryani, K. (2018). Visual Literasi Media Pembelajaran Buku Cerita Anak. *Jurnal Inovasi Teknologi Pendidikan*, 5(1), 61–69. <https://doi.org/10.21831/jitp.v5i1.16212>
- Gogahu, D. G. S., & Prasetyo, T. (2020). Pengembangan Media Pembelajaran Berbasis E-Bookstory untuk Meningkatkan Literasi Membaca Siswa Sekolah Dasar. *Jurnal Basicedu*, 4(4), 1004–1015.
- Hamka, H. (2023). The Role of Principals on Teacher Performance Improvement in a Suburban School. *QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama*, 15(1), 371–380.
- Hamka, H., Suen, M.-W., Anganthi, N. R. N., Haq, A. H. B., & Prasetyo, B. (2023). The Effectiveness of Gratitude Intervention in Reducing Negative Emotions in Sexual Abuse Victims. *Psikohumaniora: Jurnal Penelitian Psikologi*, 8(2), 227–240.
- Harahap, S. M., & Hamka, H. (2023). Investigating the Roles of Philosophy, Culture, Language and Islam in Angkola's Local Wisdom of 'Dalihan Na Tolu.' *HTS Teologiese Studies/Theological Studies*, 79(1), 8164.
- Hendrawati, S., Rosidin, U., & Astiani, S. (2020). Perilaku hidup bersih dan sehat (PHBS) siswa/siswi di sekolah menengah pertama negeri (SMPN). *Jurnal Perawat Indonesia*, 4(1), 295–307. [https://doi.org/https://doi.org/10.32584/jpi.v4i1.454](https://doi.org/10.32584/jpi.v4i1.454)
- Lubis, A. H. (2019). Upaya Peningkatan Hasil Belajar Siswa Sekolah Dasar melalui Model Cooperative Learning Tipe Numered Heads Together. *FORUM PAEDAGOGIK*, 11(2), 127–143.
- Lubis, A. H. (2023). The Interactive Multimedia Based on Theo-Centric Approach as Learning Media during the Covid-19 Pandemic. *JPI (Jurnal Pendidikan Indonesia)*, 12(2), 210–222.
- Lubis, A. H., & Dasopang, M. D. (2020). Pengembangan Buku Cerita Bergambar Berbasis Augmented Reality untuk Mengakomodasi Generasi Z. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 5(6), 780–791.
- Lubis, A. H., Dasopang, M. D., Ramadhini, F., & Dalimunthe, E. M. (2022). Augmented Reality Pictorial Storybook: How does It Influence on Elementary School Mathematics Anxiety? *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran*, 12(1), 41–53.

- Lubis, A. H., & Wangid, M. N. (2019). Augmented Reality-assisted Pictorial Storybook: Media to Enhance Discipline Character of Primary School Students. *Mimbar Sekolah Dasar*, 6(1), 11–20. <https://doi.org/10.17509/mimbar-sd.v6i1.16415>
- Lubis, A. H., Yusup, F., Dasopang, M. D., & Januariyansah, S. (2021). Effectivity of Interactive Multimedia with Theocentric Approach to the Analytical Thinking Skills of Elementary School Students in Science Learning. *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran*, 11(2), 215–226.
- Manshur, U., & Ramdlani, M. (2019). Media audio visual dalam pembelajaran PAI. *Al-Murabbi: Jurnal Pendidikan Agama Islam*, 5(1), 1–8.
- Mardhiyah, R. H., Aldriani, S. N. F., Chitta, F., & Zulfikar, M. R. (2021). Pentingnya Keterampilan Belajar di Abad 21 sebagai Tuntutan dalam Pengembangan Sumber Daya Manusia. *Lectura: Jurnal Pendidikan*, 12(1), 29–40.
- Ningsih, Y. S., Mulia, M., & Lubis, A. H. (2023). Development of Picture Storybooks with TheoAnthropoEco Centric Approach for Elementary School Students. *AL-ISHLAH: Jurnal Pendidikan*, 15(2), 1888–1903.
- Nurhidayah, I., Asifah, L., & Rosidin, U. (2021). Pengetahuan , Sikap dan Perilaku Hidup Bersih dan Sehat pada Siswa Sekolah Dasar. 13(1), 61–71. <https://doi.org/10.32528/ijhs.v13i1.4864>
- Pebtiyanti, I., Ahmad, A., Dzaky, M., Fauziah, S. N., Rendi, & Puspitasari, P. (2023). Peran kurikulum merdeka dalam meningkatkan harmonisasi antara masyarakat dan sekolah. *Jurnal Pacu Pendidikan Dasar*, 3(1), 269–277. <https://doi.org/https://doi.org/10.22021/pacu.v3i1.411>
- Rahmah, S., & Lubis, A. H. (2024). Problem Posing as a Learning Model to Improve Primary School Students' Mathematics Learning Outcomes in Gayo Lues. *Journal of Indonesian Primary School*, 1(4), 93–104.
- Rahman, A., Munandar, S. A., Fitriani, A., Karlina, Y., & Yumriani. (2022). Pengertian Pendidikan, Ilmu Pendidikan dan Unsur-Unsur Pendidikan. *Al Urwatul Wutsqa: Kajian Pendidikan Islam*, 2(1), 1–8.
- Ranisa, R., Erawadi, E., & Hamka, H. (2018). Students' Mastery in Identifying Adverbs at Grade VIII SMPN 2 Batang Toru Tapanuli Selatan. *ENGLISH EDUCATION JOURNAL: English Journal for Teaching and Learning*, 6(2), 241–252.
- Sugiyono. (2018). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta.