

# Improving Grade V Students' Indonesian Language Learning Outcomes Through Unplugged Media and The Information for Investigation Method: A Classroom Action Research on Synonyms and Antonyms

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## ABSTRACT

This study aims to improve Indonesian language learning outcomes of fifth-grade students at SD Negeri 85 Palembang on the topic of synonyms and antonyms by implementing unplugged media for 21st-century learning and applying the information for investigation method. The study employed a classroom action research (car) design carried out in several cycles, including planning, implementing the action, observing, and reflecting. The participants were 28 fifth-grade students. Data were collected through learning achievement tests, observations of students' and teachers' activities, and documentation. Data analysis was conducted quantitatively for test scores and qualitatively for learning activities. The findings indicate that the use of unplugged media combined with the information for investigation method effectively enhances students' learning outcomes. Mastery learning increases from cycle to cycle, reflected in the rise of the average scores and the proportion of students who meet the minimum mastery criterion (KKTP). In addition, students' learning activities also improved, including greater participation in discussions, improved ability to gather information from learning materials, and increased confidence in presenting investigation results. Therefore, the study concludes that applying unplugged media in 21st-century learning with the information for investigation method is effective for improving Indonesian language learning outcomes on synonyms and antonyms for fifth-grade students at SD Negeri 85 Palembang

## Article Information

### Keywords:

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## ABSTRACT

Penelitian ini bertujuan untuk meningkatkan hasil belajar bahasa indonesia peserta didik kelas V sd negeri 85 palembang pada materi sinonim dan antonim melalui penerapan media *un plaged* pada abad 21 dengan metode *information for investigation*. Penelitian menggunakan pendekatan tindakan kelas (ptk) yang dilaksanakan dalam beberapa siklus, meliputi tahap perencanaan, pelaksanaan tindakan, observasi, dan refleksi. Subjek penelitian adalah peserta didik kelas v yang berjumlah 28 orang. Data dikumpulkan melalui tes hasil belajar, observasi aktivitas peserta didik dan guru, serta dokumentasi. Teknik analisis data dilakukan secara kuantitatif untuk nilai tes dan kualitatif untuk aktivitas belajar. Hasil penelitian menunjukkan bahwa penerapan media un plaged dan metode *information for investigation* mampu meningkatkan hasil belajar peserta didik. Ketuntasan belajar meningkat dari siklus ke siklus, ditandai dengan naiknya nilai rata-rata dan persentase peserta didik yang mencapai KKTP. Selain aspek kognitif, aktivitas belajar peserta didik juga berkembang, seperti meningkatnya keaktifan dalam diskusi, kemampuan menemukan informasi dari bahan ajar, serta keberanian mempresentasikan hasil investigasi. Dengan demikian, penelitian ini menyimpulkan bahwa penggunaan media un plaged pada abad 21 dengan metode *information for investigation* efektif untuk meningkatkan hasil belajar bahasa indonesia pada materi sinonim dan antonim di kelas v sd negeri 85 palembang.

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## 1. Introduction

21st-century education demands a learning process that is not only oriented towards final results, but also towards improving thinking competencies, information-seeking skills, collaboration, creativity, and communication. 21st-century learning focuses on developing skills and knowledge that align with contemporary demands, such as critical thinking, collaboration, communication, and problem-solving.[1] In the context of learning Indonesian in elementary schools, students need to be equipped with the ability to understand the meaning of words, use appropriate word choices, and distinguish the relationship between the meanings of words, such as synonyms and antonyms.[2] The role of learning Indonesian is very important as a strategic effort to improve communication skills.[3] Teachers are required to have effective and innovative learning strategies and models for students who are less motivated and experience boredom in learning in the classroom.[4] Teachers are required to have effective and innovative learning strategies and models for students who are less motivated and experience boredom in learning in the classroom.[5] In fact, a large number of students still view Indonesian as a subject that is not difficult and does not require serious attention or study. This assumption tends to cause students to ignore important material that actually needs to be mastered, one of which is the topic of synonyms and antonyms.[6]. A situation where students are unable to learn as they should, due to certain obstacles in achieving learning outcomes.[7]: In reality, we still find students who experience difficulties when asked to find similarities and differences in the meaning of words independently, which has an impact on low learning outcomes and less than optimal learning activities in the classroom.[8] This situation underscores the urgency of improving learning through the use of media relevant to 21st-century characteristics and methods that encourage active student engagement. The results of this study can also enrich studies on the effectiveness of non-digital methods, such as unplugged media, in improving children's cognitive abilities and provide alternative, innovative approaches to learning. This focus is particularly focused on unplugged media, which uses technology-free learning.[9] Effective learning should lead to meaningful learning experiences, provide opportunities for students to discover concepts through the process of inquiry, and help teachers manage the class so that learning is not one-way.[10]. Therefore, this research is important to be conducted as an effort to improve the learning outcomes of Indonesian language on synonyms and antonyms material in class V of SD Negeri 85 Palembang.

Learning outcomes are the most important part of learning, therefore it is necessary to understand students' abilities and understand the level of students' learning experience.[11]. Learning outcomes are evidence of learning efforts shown through changes in behavior from not knowing to knowing, and from not understanding to understanding.[12] Various previous studies have shown that the use of certain media and learning models can improve Indonesian language learning outcomes. However, in practice, many research articles tend to focus on media use without specifically emphasizing the process of investigation and concept discovery by students. Some other studies do employ activity-based methods, but they have not specifically integrated the need for synonym and antonym material with media

designed to stimulate information exploration and word meaning processing.[13]. The difference in this research lies in the strategy taken, namely utilizing unplanned media that is directed at 21st century learning activities. The group investigation (GI) learning model is a learning model that develops investigative skills through group collaboration.[14]. And then continued and combined with the information for investigation method which emphasizes information-based learning and investigation stages. In teaching, teachers may use more than one strategy and approach.[15]. Thus, this article does not simply repeat the previous research pattern, but rather offers a more focused combination: Media as a trigger, as well as a method as an investigative workflow so that students not only receive information, but also explore the meaning of words to achieve conceptual understanding. In addition, this research is also directed at the real context in SD Negeri 85 Palembang, so that the results obtained are expected to be more contextual and in accordance with the needs of students at the school.

This research entitled "Efforts to Improve Indonesian Language Learning Outcomes of Fifth Grade Students Using Un-Placed Media in the 21st Century at State Elementary School 85 Palembang on Synonyms and Antonyms with the Information for Investigation Method" is based on the integration of two main aspects, namely (1) the use of Un-Placed Media as a 21st Century Learning Tool, and (2) the application of the Information for Investigation Method as an information-based investigation approach. Un-Placed Media is used to present a variety of learning experiences that encourage students to interpret the relationship between word meanings through more interesting and non-monotonous activities.[16] Meanwhile, the information for investigation method provides a clear framework for learning steps, so that students have the opportunity to collect information, analyze, draw conclusions, and present the results of investigations about synonyms and antonyms.[17]. In addition, the novelty of this research is also seen from the focus on strengthening the process aspects (learning activities) and results (test scores) simultaneously, so that improvements are not only proven through numbers, but also through changes in student learning behavior such as the courage to ask questions, the ability to work together, and the accuracy in using words with equivalent or opposite meanings. Theoretically, this idea is in line with the view that learning that involves mental activity and the process of discovery will be easier to understand and last longer in students' memories, as emphasized in the thinking of student-centered learning and meaningful learning.[18]. Thus, this study offers a more innovative, systematic, and relevant approach to the needs of Indonesian language learning on synonyms and antonyms material in class V of SD Negeri 85 Palembang.

## 2. Research Methods

This research is a Classroom Action Research (CAR) approach that aims to improve the Indonesian language learning outcomes of fifth grade students at SD Negeri 85 Palembang through the application of Unplugged media with the Information for Investigation method.[19] This method was chosen because it can provide direct solutions to classroom learning problems in a systematic and sustainable manner. Classroom research actions were carried out through several

cycles, where each cycle consists of four stages, namely planning, action implementation, observation, and reflection. Participants in this study were fifth-grade students of SD Negeri 85 Palembang with a total of 28 people, consisting of 15 male students and 13 female students. The study was conducted in the even semester of the ongoing academic year. The object of this research is the improvement of Indonesian language learning outcomes on synonyms and antonyms through the use of Unplugged media with the Information for Investigation method. Data collection methods applied in this study include tests, observations, and documentation. Tests are used to assess student learning outcomes after undergoing learning in each cycle.

Observations were conducted to observe student and teacher activities during the learning process, particularly regarding activeness, collaboration, and participation in research activities. Documentation was used to supplement the research data in the form of activity photographs and other supporting notes. The research tools used included student activity observation sheets, teacher activity observation sheets, and learning outcome evaluation questions. The data obtained were analyzed using a descriptive approach, both quantitatively and qualitatively. Quantitative data in the form of learning outcome scores were analyzed by calculating the average and percentage of learning completion, while qualitative data were analyzed based on observation results to determine improvements in student learning activities. Indicators of success in this study were if at least 75% of students obtained scores above the specified Minimum Completion Criteria (KKTP), which was 70, and there was an increase in student participation in the learning process.

### *2.1. Research Implementation*

#### *Cycle I*

In cycle I, the planning stage began with the creation of a Lesson Implementation Plan (RPP) that combined the use of Unplugged media and the Information for Investigation method. The researcher also prepared teaching materials on synonyms and antonyms, tools in the form of word cards and simple language games without the use of technology, as well as research tools such as observation sheets and evaluation questions. This plan aimed to ensure the learning process could proceed in a structured manner and in accordance with the desired objectives. The implementation of the actions was carried out in accordance with the prepared RPP. The learning activity began with an apperception and an explanation of the learning objectives by the teacher. Next, the teacher provided a brief explanation of the concepts of synonyms and antonyms. Students were then grouped into several small groups to carry out investigation activities. Each group received word cards that had to be analyzed to find synonym and antonym pairs. In this stage, students dialogued and collaborated to find the correct solution. Afterward, each group reported the results of their discussion to the class, and the teacher provided reinforcement

and clarification of the answers given.

During the observation phase, researchers and observers monitored student and teacher activities during the learning process. Observations indicated that some students began to participate in learning activities, but there were still a number of students who were less active and did not play an optimal role in group discussions. Collaboration among group members was also still suboptimal. Furthermore, exam results showed that the average class score was still below the KKTP (Qualified Minimum Competency) and the learning completion percentage was still below the set target. The reflection phase was conducted to assess the implementation of actions in Cycle I. Based on the observation and exam results, it was discovered that students were still unfamiliar with the Information for Investigation method, so adjustments were needed. Furthermore, the directions given by the teacher needed to be clarified so that students better understood the stages of the activity. Learning resources should also be designed to be more engaging to increase students' enthusiasm for learning.[20]

#### *Cycle II*

In cycle II, the planning stage was carried out to improve the weaknesses in cycle I. Researchers developed a better lesson plan with a focus on clarity of learning steps and increased interaction between students. The Unplugged media applied was also designed to be more engaging and varied, such as a word guessing game and the use of picture cards to help students understand the concepts of synonyms and antonyms. Furthermore, researchers also developed a more diverse evaluation tool to measure student understanding more precisely. The implementation stage of the action in cycle II was carried out with more focused steps.(Lestari et al., 2024)The teacher begins the lesson by providing motivation and a more engaging apperception, then briefly and clearly re-explains the concept of synonyms and antonyms. Students are divided into groups again to carry out investigations, but this time with more in-depth guidance from the teacher. Learning activities are designed in the form of more interactive games to increase student enthusiasm in participating in the learning process.

Students were asked to match words with their equivalents and antonyms through fun activities. Afterward, each group presented the results of their discussions, and the teacher provided feedback and awards to groups that participated and provided correct answers. During the observation phase, a significant increase in student activity was seen. Students were more involved in discussions, more confident in expressing their opinions, and demonstrated better collaboration within the group. The learning environment became more dynamic and exciting. The evaluation results in cycle II also showed significant progress, where the average class score increased and most students had achieved the specified KKTP. The reflection phase in cycle II showed that the application of Unplugged media with the Information for Investigation method successfully improved student learning achievement on synonyms and antonyms. In addition, this method can also increase student enthusiasm and learning participation. Thus, the benchmark for research success has been achieved by student abilities, Hidayat, R., & Kurniawan, D. (2025).

### **3. Results and Discussion**

### 3.1 Results

The results of classroom action research conducted in class V of SD Negeri 85 Palembang showed an increase in Indonesian language learning outcomes on the topic of synonyms and antonyms by utilizing Unplugged media using the Information for Investigation method.[12] This research was conducted in two cycles, namely cycle I and cycle II, with the aim of improving learning outcomes and student participation in the learning process. In cycle I, test results showed that out of 28 students, 16 students had achieved the Minimum Completion Criteria (KKTP) of  $\geq 70$ , while 12 other students had not achieved completion. The average class score in cycle I was still considered sufficient and had not reached the classical completion target of 75%. This indicates that students had not fully understood the synonyms and antonyms material through the applied method, because they were still in the adaptation stage with the Information for Investigation learning model. In cycle II, there was a significant improvement. Of the 28 students, 23 students had achieved KKTP, while 5 students had not yet completed. The average class score had increased and the classical completion had exceeded 75%, so the research success indicator could be said to be met.

**Table 1** Learning Outcomes of Cycle I and Cycle II

| No            | Learning Outcome Categories  | Cycle I     | Percentage | Cycle II    | Percentage |
|---------------|------------------------------|-------------|------------|-------------|------------|
| 1             | Completed ( $\geq 70$ )      | 16 students | 57%        | 23 students | 82%        |
| 2             | Not yet completed ( $< 70$ ) | 12 students | 43%        | 5 students  | 18%        |
| <b>Amount</b> |                              | 28 students | 100%       | 28 students | 100%       |

**Table 2** Average Value Increase

| Cycle           | Average Value | Information                 |
|-----------------|---------------|-----------------------------|
| <b>Cycle I</b>  | 68            | Not Yet Completed Classical |
| <b>Cycle II</b> | 80            | Classical Completion        |

### 3.2 Discussion

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Based on research findings,[22] This is because the increase in student learning achievement after the implementation of learning media significantly impacted student learning outcomes. In cycle I, student learning outcomes were still minimal because many students were not yet familiar with the investigation-based learning model. Students still tended to be inactive and unable to collaborate well in groups.

However, after improvements were implemented in Cycle II, significant progress was made in both learning outcomes and student engagement. The Unplugged media, which included word games and synonym-antonym cards, increased student interest and motivation. Furthermore, the Information for Investigation method encouraged students to be more proactive in seeking and finding their own answers through group discussions.

The increase in learning outcomes from 57% to 82% indicates that active, collaborative, and research-based learning methods are highly effective when applied to Indonesian language teaching at the elementary school level. This aligns with the needs of 21st-century learning, which emphasizes critical thinking, communication, collaboration, and creativity. Therefore, it can be concluded that the application of Unplugged media with the Information for Investigation method successfully improved the Indonesian language learning achievement of fifth-grade students on synonyms and antonyms at SD Negeri 85 Palembang.

### 4. Conclusion

The results of classroom action research conducted in grade V of SD Negeri 85 Palembang with the application of Unplugged media and the Information for Investigation method on synonyms and antonyms material showed a significant increase in students' Indonesian language learning outcomes from cycle I to cycle II. This increase was seen from the increasing number of students who met the Minimum Completion Criteria (KKTP), as well as the increase in the average class score in each cycle. In cycle I, student learning outcomes were still not optimal because most students were still

adjusting to the inquiry-based learning model. Student participation and collaboration in groups still needed to be improved, so that classical learning achievements did not meet the specified success indicators. After improvements in cycle II, learning became more efficient with the use of more diverse Unplugged media and the application of a more focused Information for Investigation method. Students became more participatory, enthusiastic, and able to work together in teams to find answers independently. This resulted in a significant increase in learning outcomes, where the majority of students had achieved KKTP and classical completeness had been achieved. Thus, it can be concluded that the use of Unplugged media through the Information for Investigation method is effective in improving the Indonesian language learning outcomes of fifth grade students on the synonyms and antonyms material at SD Negeri 85 Palembang, and can increase students' activeness, cooperation, and learning motivation in 21st century learning.

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