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THE EFFECT OF THE "QUICK ON THE DRAW" METHOD ON LEARNING OUTCOMES OF GRADE V STUDENTS IN THE SUBJECT OF SCIENCE AND SOCIAL STUDIES AT SDN 2 BOYEMARE

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ABSTRACTS

This study aims to determine the effect of the "Quick on the Draw" teaching method on the learning outcomes of fifth-grade students in the subject of Natural and Social Sciences (IPAS) at SDN 2 Boyemare. The study employs a quantitative approach using a pre-experimental design—specifically, a One-Group Pretest-Posttest Design. The subjects of the study consist of 18 fifth-grade students. Data were collected through learning achievement tests, namely a pretest and a posttest. The data were analyzed using a normality test and a hypothesis test (Paired Sample t-test) with the assistance of the SPSS software, version 25. The normality test results indicate that the data are normally distributed, with Shapiro-Wilk significance values of 0.826 for the pretest and 0.882 for the posttest. The hypothesis test results show a Sig. (2-tailed) value of 0.000, which is less than 0.05; therefore, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. The mean pretest score of 16.8889 increased to 33.3889 in the posttest, representing a mean difference of 16.5000. These findings demonstrate that the "Quick on the Draw" method has a significant effect on the IPAS learning outcomes of fifth-grade students at SDN 2 Boyemare. Consequently, the "Quick on the Draw" method can serve as an alternative instructional approach that fosters student engagement, cooperation, responsibility, and motivation throughout the learning process.

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INTRODUCTION

To improve student learning outcomes, an effective instructional process should not be teacher-centered. Instead, teachers must employ strategies that actively involve students, ensuring that learning is both effective and efficient—and aligned with intended objectives—including within the subject of IPAS. As facilitators of the teaching and learning process, teachers must utilize appropriate instructional methods. In formal education, every field of

study should leverage the mental foundations of each child, with the goal of fostering mental development toward maturity—in the broadest sense—in a directed and systematic manner.

Teachers are a vital component of education, playing a crucial role in achieving desired learning objectives. As professional educators, they are responsible for teaching, guiding, training, assessing, and evaluating students. The development of a student's core life values is closely linked to the instructional models chosen and applied by the teacher. An instructional model serves as a conceptual framework that acts as a guide for conducting the teaching and learning process (Munawir et al., 2022). A decline in learning enthusiasm may stem not only from the use of inappropriate methodologies but also from a conventional educational paradigm—one that relies consistently on classical, lecture-based instruction without incorporating more challenging approaches. In the context of IPAS (Natural and Social Sciences) education, the methods most frequently employed—and still in use today—include lectures, discussions, and question-and-answer sessions. These methods, which dominate IPAS instruction, often reduce the subject matter to the mere rote memorization of concepts (Mukhlis et al., 2021).

As previously mentioned, a learning strategy is a combination of various activities, involving the use of media and the organization of stages and timeframes for each step. Therefore, determining a learning strategy requires careful selection and structuring to achieve specific learning objectives. The selection of a learning strategy is based on at least two arguments: first, the strategy is grounded in psychological and learning theories; second, the strategy has demonstrated effectiveness in enabling students to reach established learning goals (Indriawati et al., 2021). Selecting the appropriate teaching method is expected to positively influence student learning outcomes. These outcomes—the results of the teaching and learning process—are reflected in evaluations. Although every student receives the same instruction, individual results may vary. Naturally, every teaching and learning activity aims to achieve optimal learning outcomes.

Observations at SDN 2 Boyemare revealed a decline in student learning outcomes in the subject of IPAS (Natural and Social Sciences), evidenced by a large number of students scoring below the minimum mastery criterion of 65. This is partly due to the reliance on traditional teaching methods, specifically lectures and assignments. Furthermore, the lack of diverse learning resources—such as a variety of textbooks—at SDN 2 Boyemare leads students to depend primarily on the teacher for information rather than seeking out other sources.

To address these challenges, it is necessary to develop learning strategies capable of maximizing the information gained throughout the learning process. Employing varied teaching methods—tailored to the specific concepts being taught—is one way to enhance the effectiveness of instruction. Teachers must also consider the classroom environment and conditions when selecting and implementing these methods. This is essential because students have varying capacities for sustained concentration, and their rates of understanding the material differ; some grasp concepts quickly, while others may require more time. Given the issues described above, the author is interested in conducting research using the "Quick on the Draw" method. This learning strategy requires students to be more active throughout the learning process; they work in teams, fostering collaboration within those groups.

The success of a team is the responsibility of every individual member; therefore, the participation and cohesion of all members are essential for the team's success. This set of strategies helps students get to know one another better and builds team spirit among group members who are already familiar with each other. Furthermore, this approach enlivens the active learning environment by providing students with opportunities to move physically, share their opinions and feelings openly, and achieve outcomes they can take pride in (Kurniawati et al., 2024).

Quick On The Draw is a learning method that requires an active role for each student in the learning process, where students will learn in teams and develop their cooperation within the team. (Wiratama, 2020a) Quick on the draw involves the activities of all students in groups, cooperation takes place in groups with the aim of contributing opinions for each student. Quick on the draw activity with built-in teamwork and speed so that students work together cooperatively in small groups to be the first group to complete a set of questions that have been submitted by the teacher. (Nurmiati, 2020)

Based on researchers' observations, several problems are often found, including: 1) the teaching of science subjects taught by teachers in class is dominated by conventional learning or is still monotonous; 2) still rely on teacher-centered learning models; 3) students rarely ask questions; 4) students just sit watching how the teacher teaches without being actively involved in the learning process, 5) the classroom atmosphere tends to be teacher-centered.

Overcoming this requires an effective learning model that actively involves students. In this case, the author tries to apply the Quick on the draw type cooperative learning model introduced by Paul Ginnis. The Quick on the draw type cooperative learning model is a group activity that involves play and student speed. Cooperative learning refers to a learning model in which students work together in small groups who help each other learn.

The Quick on the draw type cooperative learning model is an active learning model that involves students in it. Where the teacher is the facilitator and supervisor in the course of group games that rely on speed. With this learning model, students become active and do not get bored easily during the lesson.

Based on the description above, the author is interested in conducting experiments and writing with the title "The Effect of the Quick On The Draw Model on Grade V Student Grade Results in Science and Science Subjects". Teaching and learning activities at SDN 2 Boyemare may have never used the Quick on the draw learning model as an alternative to the model that has been implemented previously. In such a situation, one of the efforts that teachers can make in the learning process is to use the Quick on the draw learning model so that children are more active in expressing their opinions. Based on the background of the problem described above, the research question for this study is: "Does the 'Quick on the Draw' learning model have an effect on the learning outcomes of fifth-grade students in the subject of Science and Social Studies at SDN 2 Boyemare?"

RESEARCH METHODS

This study employs a quantitative approach rooted in positivist philosophy—a scientific approach that emphasizes numerical measurement, objectivity, and hypothesis

testing through statistical data. The quantitative research in this study is designed to explain the relationship between independent and dependent variables by collecting and analyzing structured, systematic numerical data. This method is appropriate for determining the impact of an intervention on the variables under study, based on figures or scores obtained from research instruments.

The type of research used in this study is quantitative, specifically utilizing a pre-experimental design. The research design applied is the "One-Group Pretest-Posttest Design." This design involves a single group of subjects who are given an initial test (pretest) before receiving an intervention (treatment), followed by a final test (posttest) after the intervention has been administered. By comparing the pretest and posttest results, the researcher can determine changes in student learning outcomes following the implementation of the "Question Card" learning medium. All research subjects are first given a pretest to assess their baseline proficiency in the Science and Social Studies subject. Subsequently, the researcher implements the intervention—instruction utilizing the "Question Card" learning medium. Once the instructional process is complete, the students are given a posttest to evaluate their learning outcomes following the intervention. The difference in scores between the pretest and posttest serves as the basis for determining the effect of using the "Question Card" learning medium on student learning outcomes. By employing a one-group pre-test–post-test design and conducting a paired-sample t-test, this study aims to empirically determine the effect of using "Question Card" media on the social studies learning outcomes of fourth-grade students at SD Negeri 2 Boyemare. Data collection techniques are essential for researchers to obtain valid and relevant data that align with the research objectives. In this study, the data collection techniques employed include: 1) Observation, 2) Tests, and 3) Documentation.

RESEARCH RESULTS

This study aims to determine the effect of using the "Quick on the Draw" method on the science and social studies (IPAS) learning outcomes of fifth-grade students at SDN 2 Boyemare. Based on the research conducted—which involved a pretest before the intervention and a posttest following the implementation of the "Quick on the Draw" method—the results indicate a significant improvement in student learning outcomes.

Prior to the intervention, the pretest results showed that the students' initial proficiency was relatively low. The average score obtained by the students was 42.22, with a high of 70 and a low of 20. None of the students met the Learning Objective Achievement Criteria, leading to the conclusion that their mastery of the IPAS subject matter was low before the "Quick on the Draw" method was applied. This situation indicates that the students were still experiencing difficulties in understanding the learning material provided.

Following the implementation of the "Quick on the Draw" method, posttest results showed a significant improvement. The highest score achieved by students was 97.5, while the lowest was 87.5. All students passed, as they attained scores above the established minimum mastery threshold. This improvement in learning outcomes indicates that the "Quick on the Draw" method effectively helps students better understand the subject matter

(IPAS—Natural and Social Sciences) compared to their performance prior to the intervention.

This improvement occurred because the "Quick on the Draw" method provides students with opportunities for active learning through discussions, group collaboration, and the rapid, accurate resolution of problems. During the learning process, students do not merely receive information from the teacher; rather, they are directly engaged in seeking answers, deliberating with group members, and presenting their work. Such activities make learning more engaging, thereby boosting student motivation and active participation.

These findings align with the constructivist learning theory proposed by Jerome Bruner, which posits that knowledge is more easily grasped when learners construct their own understanding through active learning experiences. Through the "Quick on the Draw" method, students gain direct learning experience via discussion, collaboration, and problem-solving, making the concepts studied easier to comprehend and retain.

Furthermore, these results are consistent with the views of Anita Lie, who explains that cooperative learning can enhance learning outcomes, communication skills, a sense of responsibility, and collaboration among students. The "Quick on the Draw" method is a form of cooperative learning that emphasizes group teamwork to complete tasks quickly and accurately. Consequently, each group member bears the responsibility of assisting others to achieve the best possible outcome.

Based on the normality test using the Shapiro-Wilk method, the significance values obtained were 0.826 for the pretest and 0.882 for the posttest. Since both values exceed 0.05, it can be concluded that the research data follow a normal distribution. With the assumption of normality met, the data are suitable for analysis using a parametric test, specifically the Paired Sample t-test.

The hypothesis testing results using the Paired Sample t-test show a Sig. (2-tailed) value of 0.000, which is less than the significance level of 0.05 (0.000 < 0.05). Consequently, H_0 is rejected and H_1 is accepted, leading to the conclusion that the use of the "Quick on the Draw" method has a significant effect on the science and social studies (IPAS) learning outcomes of fifth-grade students at SDN 2 Boyemare. Furthermore, the mean pretest score of 16.8889 increased to 33.3889 in the posttest. The mean difference of 16.5000 indicates an improvement in student ability following instruction that utilized the "Quick on the Draw" method.

These research findings are also supported by various previous studies, which state that the "Quick on the Draw" method is capable of enhancing student learning outcomes. This method fosters an active, enjoyable, and competitive learning environment, encouraging students to think quickly when solving problems. Such activities increase student motivation to participate in the learning process, which in turn leads to improved learning outcomes.

Based on the overall research results, it can be concluded that the implementation of the "Quick on the Draw" method has a positive impact on the science and social studies (IPAS) learning outcomes of fifth-grade students at SDN 2 Boyemare. This method not only improves academic scores but also promotes student engagement, cooperation, responsibility, and motivation throughout the learning process. Therefore, the "Quick on the Draw" method

can serve as an effective alternative instructional approach for enhancing science and social studies (IPAS) learning outcomes in primary schools.

CONCLUSION

Based on the research results and discussion regarding the effect of using the "Quick on the Draw" method on the science and social studies (IPAS) learning outcomes of fifth-grade students at SDN 2 Boyemare, it can be concluded that the implementation of the "Quick on the Draw" method has a positive and significant impact on student learning outcomes. Therefore, the "Quick on the Draw" method can serve as an effective alternative instructional approach for improving IPAS learning outcomes, as it fosters student engagement, collaboration, accuracy, and participation throughout the learning process.

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