

**INCREASING AFFECTIVE FIELD LEARNING OUTCOMES  
STUDENTS THROUGH THE APPLICATION OF THE MODEL MEANS  
ENDS ANALYSIS, COMBINATION OF CREATIVE PROBLEM  
SOLVING AND COURSE REVIEW HORAY**

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**ABSTRACT**

The purpose of this study was to improve learning outcomes in the affective domain of students by using the Means Ends Analysis Model, a combination of Creative Problem Solving and Course Review Horay. This study used a qualitative approach with the type of Classroom Action Research (CAR) which was carried out in three cycles. The research setting is the even semester VB students of SDN 1 Guntung Paikat Banjarbaru for the 2020/2021 academic year, with a total of 26 students. Data were collected through observation techniques. Data analysis is calculated based on the percentage scale and indicators of learning completeness that are set. The results of this study indicate that in the first cycle the results of the student attitude assessment are: 19% very good, 35% good, 23% quite good and 23% not good. In cycle II, 31% is very good, 38% is good, 23% is quite good and 8% is not good. In cycle III, 35% is very good, 42% is good, 23% is quite good and there are no students who have poor attitude criteria. Thus, in the third cycle, the research indicators, namely 95% of students, had at least an assessment with fairly good criteria. Thus, it can be said that the application of the Means Ends Analysis model, the combination of Creative Problem Solving and Course Review Horay has been proven to improve students' affective learning outcomes.

Keywords: Learning Outcomes, Means Ends Analysis, Creative Problem combination Solving and Course Review Horay