

Abstract:

This article describes the activities of educators and students and analyzes students' learning outcomes on the material of force and motion. The study involved 32 students in class V of SDN Pekauman 1 Banjarmasin in the first semester of the academic year of 2020/2021. The study used a qualitative research approach with classroom action research (CAR) which was conducted in four stages, planning, implementation, observation, and reflection. The data were analyzed descriptively-qualitatively based on the learning outcomes of observations and tests. The results showed that the use of a combination of the problem-together-horay model and the model combination (Problem Based Learning, Numbered-Head Together, and Course Review Horay) could be implemented very well by educators. The percentage result was implemented from 80% to 95%, which was categorized as very good. The activity of students increased from 37.5% to 87.5%, which was categorized as very active. Students' learning outcomes significantly increased from each meeting. In the first meeting, it was only 50% completed to 87.5% in the fourth meeting. Thus, the students' learning outcomes of the force and motion material in class IV of SDN Pekauman 1 were declared successful or complete.

Keywords: Learning Outcomes, Style And Motion, Problem-Together-Horay