Jurnal PAJAR (Pendidikan dan Pengajaran)
Volume 8 Nomor 5 September 2024 | ISSN Cetak : 2580 - 8435 | ISSN Online : 2614 - 1337
DOI : http://dx.doi.org/10.33578/pjr.v8i5.9928

The Effect of the Direct Instruction Learning Model on Student Learning Outcomes on Theme 3 Healthy Food at Class V of State Primary School

Endang Lumban Gaol, Patri Janson Silaban, Anton Sitepu , Antonius Remigius Abi, Nova Florentina Ambarwati

Universitas Katolik Santo Thomas, Medan, Indonesia
endanglumbangaol33@gmail.com, patri.jason.silaban@gmail.com, antonsitepu30@gmail.com, antoniusremiabis3@gmail.com, novaflorentina20@gmail.com
corresponding author: *endanglumbangaol33@gmail.com*

ABSTRACT

This paper discusses the effect of the direct instruction learning model on student learning outcomes on theme 3 Healthy Food at class V of SD Negeri 173418 Pollung in the academic year 2023/2024. The research method used was an experimental method with a one-group pretest-posttest research design. The research sample involved 30 students. Data collection tools used to determine student learning outcomes were question instruments and questionnaires, which were tested for validation and reliability. The average value of learning outcomes obtained during the pretest was 46,4. After that, students were given treatment using the direct instruction learning model. It, in addition, indicated an average score on the post-test with a score of 86. It can be seen that the pre-test and post-test learning outcomes have increased. The data analysis used comes from the normality test. It is known that the results obtained are L_{count} 0.200 ≥ L_{table} 0.161, which can be said to be normally distributed. Of the correlation coefficient test, the results indicate r_{count} 0.811 ≥ r_{table} 0.361 with the interpretation of the r value obtained in the range 0,800 – 1,000. It can be said that there is a very high relationship between the effect of the direct instruction learning model and the learning outcomes of students in class V. Based on the hypothesis test statistical results obtained with t_{count} 7.333 ≥ t_{table} 2.048 or significant value 0.000 ≤ 0.05. So, H_a is rejected, which means that there is an effect of the direct instruction learning model on student learning outcomes.

Keywords*: *direct instruction learning model, learning outcomes, thematic learning

Submitted	Accepted	Published
14 June 2024	10 September 2024	30 September 2024

Citation	:	Gaol, E.L., Silaban, P.J., Sitepu, A., Abi, A.R., & Ambarwati, N.F. (2024). The Effect of the Direct Instruction Learning Model on Student Learning Outcomes on Theme 3 Healthy Food at Class V of State Primary School. *Jurnal PAJAR (Pendidikan dan Pengajaran), 8*(5), 468-482. DOI: http://dx.doi.org/10.33578/pjr.v8i5.9928.

INTRODUCTION

Education produces science that can change the way a person thinks and behaves. Education is able to develop acquired knowledge, attitudes and skills. According to law No. 20 of 2003 on Education states ”education is a conscious and planned effort to create an atmosphere of learning and the learning process so that students actively develop their potential to have spiritual strength, self-control, personality, intelligence, noble character, and the skills needed themselves, society, nation and state".

Education in primary school is the foundation or basis of continuing education. Elementary school became the beginning of students receive learning to write, read, count and shaped his character. Therefore, it is necessary to improve the quality of education in order to keep pace with the development of increasingly advanced Times. Quality education is shown from the maximum student learning outcomesyang maksimal. And it is obtained from the implementation of the teaching and learning process that is able to be accepted by students and is able to be done by teachers during the learning process.

Teaching and learning activities carried out by teachers and students in the classroom and outside the classroom are called Learning. Rusdiana & Heryati, (2015:145) mengatakan pembelajaran ialah serangkaian peristiwa luar atau eksternal yang dibuat untuk mendukung kegiatan di dalam proses belajar. Good learning is active learning by teachers and students. The activeness of students during the teaching and learning process makes learning effective. So that the teacher can make the next step of the activity. Learning is the

Jurnal PAJAR (Pendidikan dan Pengajaran)
Volume 8 Nomor 5 September 2024 | ISSN Cetak : 2580 - 8435 | ISSN Online : 2614 - 1337
DOI : http://dx.doi.org/10.33578/pjr.v8i5.9928

process of changing from not knowing to knowing. Learning can be said to be successful if students get good results. A good result is a value that meets or exceeds the Nilai determined by the teacher. The specified value is called the Minimum completeness Criterion (KKM). To achieve these results, the teacher and the students carry out the teaching and learning process in the classroom. In the process of teaching and learning a teacher will use certain ways so that lessons can be conveyed to students.

The teacher as the center in learning, which gives direct direction to students. Good at explaining, teaching and directing to students the subject matter studied by students. The teacher must have his own readiness in teaching, have confidence so that when teaching the teacher does not give incorrect information to students. Such as choosing the right strategy, model, Method or approach used when learning. So that students are interested in following the learning well.

From the results of previous observations that have been done in the fifth grade of SD Negeri 173418 Pollung found some problems that occur such as the difficulty of students understanding the language conveyed by the teacher so that when working on the questions either from books or given by teachers students have difficulty, teachers who tend not to convey the learning directly or students. And other problems are not optimal or not optimal student learning outcomes obtained, as well as student interest in learning is not optimal because it tends to use the same learning activities. The purpose of this research is to know the effect of the direct instruction learning model on student learning outcomes on theme 3 healthy food in class v of elementary school.

LITERATURE REVIEW

Learning Model

Learning models are needed in the teaching and learning process, especially for teachers. Many learning models that can be used by teachers when akanteaching. With that, it should choose the right learning model with learning materials, so that learning can be done by students through teachers who act as teachers or mentors.

Menurut Hasanah, (2018:103) model pembelajaran merupakan kerangka konseptual yang menunjukkan langkah-langkah yang mengelompokkan proses belajar untuk mencapai tujuan belajar dan menjadi pedoman bagi perancang pembelajaran dan para pengajar dalam melaksanakan dan merencanakan aktivitas belajar mengajar. Kemudian Istarani, (2019:1) mengatakan model pembelajaran adalah seluruh rangkaian penyajian materi ajar yang meliputi segala aspek sebelum sedang dan sesudah pembelajaran yang dilakukan guru serta segala fasilitas yang terkait yang digunakan secara langsung atau tidak langsung dalam proses belajar mengajar.

Rusman, (2017:252) mengatakan model pembelajaran merupakan suatu rencana atau pola yang dapat digunakan untuk membuat rencana pembelajaran jangka panjang, merancang bahan-bahan pembelajaran dan membimbing pembelajaran di kelas atau yang lain. Kemudian Isrok'atun & Rosmala, (2018:27) mengatakan model pembelajaran merupakan pola desain pembelajaran yang menggambarkan langkah-langkah pembelajaran untuk membantu siswa dalam mendapat informasi, ide, dan pola pikir yang didapat dari guru untuk mencapai tujuan pembelajaran.

Lalu Hamiyah & Jauhar, (2014:57) berpendapat bahwa model pembelajaran merupakan cara atau teknik penyajian yang digunakan guru dalam proses pembelajaran agar tercapai tujuan pembelajaran. So that the right model will support the implementation and results that are in accordance with the goals that have been made.

Based on the understanding given by the experts above, it can be concluded that the learning model is a way that is made or a technique prepared by teachers in accordance with learning and based on learning steps that will be carried out in order to achieve learning objectives.

Jurnal PAJAR (Pendidikan dan Pengajaran)
Volume 8 Nomor 5 September 2024 | ISSN Cetak : 2580 - 8435 | ISSN Online : 2614 - 1337
DOI : http://dx.doi.org/10.33578/pjr.v8i5.9928

Model Pembelajaran *Direct Instruction*

Direct learning Model is one of the models that the learning process looks at the readiness of teachers in providing lessons that aim to change the apparent behavior of the students. The use of this learning model is used in accordance with the needs and conditions of students. Understanding *the direct instruction learning model* or also known as the direct learning model can be understood from several definitions given by experts.

Shoimin, (2022:64) berpendapat model pembelajaran langsung adalah model pembelajaran yang dirancang khusus untuk menunjang proses belajar siswa yang berkaitan dengan pengetahuan deklaratif dan pengetahuan prosedural yang terstruktur dengan baik yang dapat diajarkan dengan pola kegiatan yang bertahap selangkah demi selangkah. Sedangkan Huda, (2017:135) model instruksi langsung (*direct instruction*) ialah model dengan bimbingan dan pemberian tanggapan secara langsung, yang menuntut siswa untuk mendekati materi akademik secara sistematis dan berguna untuk memperkaya penghargaan diri siswa.

Kemudian Hunaepi et al., (2014:59) direct learning model is defined as a learning model in which teachers transform information or skills directly to students and learning is goal-oriented and structured by teachers. Rosdiani, (2013:1) model pembelajaran langsung merupakan suatu model yang mengharuskan atau mennutut guru sebagai model yang menarik bagi siswa saat mendemonstrasikan pengetahuan atau keterampilan yang akan dilatihkan kepada siswa secara langkah demi langkah.

From the understanding *of the direct instruction learning model* by the experts above, it can be concluded that *the direct instruction learning model* is a learning model that looks at the readiness or must demand teachers in the provision of learning to students which is useful for optimizing learning that students will receive to support student academic which is gradual and useful for orientation and self-esteem.

Learning Outcomes

As discussed above about learning, now discussed the results of learning. Namely learning outcomes that are the result of learning activities carried out. Learning outcomes can be characterized by changes in behavior exhibited by students. Silaban (2019:109-110) menyatakan hasil belajar memiliki kedudukan yang sangat penting dan tidak dapat dipisahkan dengan proses pembelajaran. Learning outcomes can be a student's level of success in learning. So if the learning results obtained in accordance with the learning objectives, then the learning results can be said to be successful.

Menurut Susanto, (2018:5) hasil belajar merupakan perubahan-perubahan yang terjadi pada diri siswa, baik yang menyangkut aspek pengetahuan, sikap dan keterampilan sebagai hasil dari kegiatan belajar yang melakukan interaksi dengan berbagai sumber belajar dan lingkunganya. Rusmono, (2014:10) “hasil belajar adalah perubahan perilaku individu yang meliputi ranah kognitif, afektif, dan psikomotor”. Sejalan dengan Komariyah & Laili, (2018:57) Hasil belajar atau *achievement* merupakan realisasi atau pemekaran dari kecekapan-kecekapan potensial atau kapasitas yang dimiliki seseorang. Which is used as a benchmark or success of the process carried out.

Ada juga Jihad & Haris, (2022:14) mengatakan hasil belajar merupakan bentuk pencapaian dari perubahan yang cenderung menetap dari ranah kognitif, afektif dan psikomotorik dari proses belajar yang dilakukan dengan jangka waktu tertentu. Sinaga et al., (2020: 216) stated that learning outcomes are achievements obtained by students and have changes in behavior and abilities after learning.

Based on the opinions of the experts above, it can be concluded that learning outcomes are changesin the behavior of individuals whocarry out learning processes that achieve Cognitive, Affective and psychomotor results that are used as a benchmark for the success of learning.

METHOD

Research Methods

Menurut Sugiyono, (2017:2) metode penelitian merupakan cara ilmiah untuk mendapatkan data dengan tujuan dan kegunaan tertentu. The method that researchers use is the experimental research method. Sugiyono, (2017:72) metode eksperimen merupakan metode penelitian yang digunakan untuk mencari

Jurnal PAJAR (Pendidikan dan Pengajaran)
Volume 8 Nomor 5 September 2024 | ISSN Cetak : 2580 - 8435 | ISSN Online : 2614 - 1337
DOI : http://dx.doi.org/10.33578/pjr.v8i5.9928

pengaruh perlakuan tertentu terhadap yang lain dalam kondisi yang terkendalikan. Dengan desain penelitian *One-Group Pretest-posttest Design.* In this study, researchers intend *to pretest* to sampekemudian provide treatment with *direct instruction learning model*. Next the sample will be given *posttest*.

Data Analysis Techniques

According to Arikunto (2022:265), the importance of data collection lies in its ability to fill every aspect that is the focus of the researcher's interest. The information collection process must be carried out carefully to ensure that the data collected meets the intended purpose, namely collecting variables that are relevant to the research. Analyzing data is very valuable for evaluating previously established research hypotheses. This study uses a quantitative approach to data analysis, which involves the use of statistical methods. Research information is analyzed using the Statistical Package for Social Science (SPSS) software, which involves normality, correlation, and hypothesis tests.

Find the mean and standard deviation of the sample data collected after testing.

a. Find the mean with the formula:

$$MX = \frac{\sum fx}{n}$$ .....(Sudjono, 2018:159)

Information:

M_X = Average

f_x = Determine the mean and standard deviation of the sample data obtained from the posttest results.

n = Number of samples

b. Find the standard deviation using the formula:

$$SD = \sqrt{\frac{\sum fx^2}{n}}$$ .....(Sudjono, 2018:159)

Information:

SD = Standard Deviation

$\sum fx^2$ = The frequency of each interval is squared and then multiplied by the number of times that interval occurs.

n = Number of samples

Normality Test

Before hypothesis testing is done, first performed normality testing data. Normality test is a test of the normal distribution of the data to be analyzed. Normality test conducted on the variables studied, namely the independent variable (X) and the dependent variable (Y). The formula used to test the normality of the data is the formula *Chi squared* (X^2):

$X^2=\sum_{i=1}^{k} \frac{(fo-fh)^2}{fh}$.....(Sugiyono 2020:316)

Description:

X^{X2} = Chi Squared

F_O = observed frequency

F_h = expected frequency

If l is a normal distribution, then L is a normal distribution$_{hitung} \geq L_{tabel}$ maka berdistribusi normal

If l is a normal distribution, then L is not a normal distribution.$_{hitung} \leq L_{tabel}$ maka tidak berdistribusi normal.

Correlation Test

Correlation test to determine the presence or absence of influence between the independent variable and the dependent variable. The *product moment correlation formula* is:

Jurnal PAJAR (Pendidikan dan Pengajaran)
Volume 8 Nomor 5 September 2024 | ISSN Cetak : 2580 - 8435 | ISSN Online : 2614 - 1337
DOI : http://dx.doi.org/10.33578/pjr.v8i5.9928

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{(N\sum X^2 - (\sum X)^2)(N\sum Y^2 - (\sum Y)^2\}}}$$.....(Arikunto, 2020:213)

Description:

r_{xy} = correlation coefficient of variables X and Y
N = number of respondents / number of test participants
X = total score obtained by participants for each question item
Y = number of correct total scores

Based on the results of the experiment using the formula above, it will be stated to have a correlation if R_{count} is greater than or equal to than R_{table} or R_{count} ③ R_{table}. And vice versa, if the R_{table} obtained is smaller or equal to than the R_{table}, then it is stated that it does not have a correlation coefficient or $R_{calculate}$ α R_{table}.

Table 1. interpretation of the value "r"

Correlation Figures	Category
Range 0,800-1,000	Very High
0,600 – 0,799	High
0,400-0,599	Quite Low
0,200 – 0,399	Low
0,000-0,199	Very Low

Source: (Sugiyono, 2015:257)

Statistical Hypotheses

Menurut Sugiyono, (2017:160) "Pengertian hipotesis tersebut untuk hipotesis penelitian. While the statistical hypothesis is defined as a statement about the state of the population (parameters) to be tested for truth based on data obtained from research samples (statistics)". Hypothesis test to determine whether X has a significant relationship (mean) to the variable Y is done by testing the hypothesis using the t-test as follows:

$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$ ……..(Sugiyono, 2017:184)

Description:

r = correlation coefficient
N = sample

The hypothesis is accepted, if $T_{is}calculatedt_{on\ the\ table}$, and vice versa, if $T_{is}calculatedt_{on\ the\ table,}$ the hypothesis is rejected, with an error rate of 5%.

The hypotheses in this study are:

H_a: There is an influence *of the Direct Instruction learning Model* on student learning outcomes on theme 3 healthy food subtheme 2 The Importance of healthy food for the learning Body 3 in the fifth grade of SD Negeri 173418 Pollung for the 2023/2024 academic year.

H_0: there is no effect *of the Direct Instruction learning Model* on student learning outcomes on theme 3 healthy food subtheme 2 The Importance of healthy food for the learning Body 3 in the fifth grade of SD Negeri 173418 Pollung for the 2023/2024 academic year.

RESULTS AND DISCUSSION

Pretest Value Data

The study began by providing *pretest questions* to Class V as many as 30 students, to determine the initial ability of students on the theme 3 healthy food subtheme 2 Learning 3 before treatment. From the results *of the pretest* that has been implemented shows that student learning outcomes are still relatively low. Theaverage *pretest score* is 46.4. It is also known that there are students who fulfill KKM or complete as many as 4 people or 13.33%, while 26 people or 86.67% are not complete. There is a maximum value (highest value)

Jurnal PAJAR (Pendidikan dan Pengajaran)
Volume 8 Nomor 5 September 2024 | ISSN Cetak : 2580 - 8435 | ISSN Online : 2614 - 1337
DOI : http://dx.doi.org/10.33578/pjr.v8i5.9928

obtained which is 72 while the minimum value (lowest value) obtained is 24. To clarify the value *of the pretest* obtained, it can be seen in the following pretest frequency distribution table:

Table 2. Pretest Frequency Distribution

x	F	Fx	X = $(x - \bar{x})$	$(x - \bar{x})^2$=X²	f. $(x - \bar{x})^2$=fx²
24	2	48	-22,4	501,76	1003,52
28	2	56	-18,4	338,56	677,12
32	2	64	-14,4	207,36	414,72
36	1	36	-10,4	108,16	108,16
40	3	120	-6,4	40,96	122,88
44	3	132	-2,4	5,76	17,28
48	6	288	1,6	2,56	15,36
52	3	156	5,6	31,36	94,08
56	4	224	9,6	92,16	368,64
64	2	128	17,6	309,76	619,52
68	1	68	21,6	466,56	466,56
72	1	72	25,6	655,36	655,36
	N= 30	$\sum fx$ = 1392		$\sum x^2$ = 2760,32	$\sum fx^2$ = 4563,2

Based on the table above can be determined the average, standard deviation (determine how close the data or data distribution to the average value or *mean*) and standard *error* (accuracy) of *the pretest value* of the average (*mean*) is 46.4,4. The standard deviation is 12.33 and the standard *error* is 2.29.

Table 3. Centage Of Pretest Result

No	Interval Class	Frequency	Percentage
1	24-31	4	13,33%
2	32-39	3	10%
3	40-47	6	20%
4	48-55	9	30%
5	56-63	4	13,33%
6	64-71	3	10%
7	72-79	1	3,34%
	Total	30	100.00%

Based on the table above, it is known that the distribution *pretest*of students ' pretest results is 4 respondents obtained values between 23-31 by 13.33%, 3 respondents obtained values between 32-39 by 10%, 6 respondents with values between 40-47 by 20%, 9 respondents with values between 48-55 by 30%, then 4 respondents with values between 56-63 by 13.33%, 3 respondents with a value between 64-71 by 10% and 1 respondent with a value of 72-79 by 3.34%.

Jurnal PAJAR (Pendidikan dan Pengajaran)
Volume 8 Nomor 5 September 2024 | ISSN Cetak : 2580 - 8435 | ISSN Online : 2614 - 1337
DOI : http://dx.doi.org/10.33578/pjr.v8i5.9928

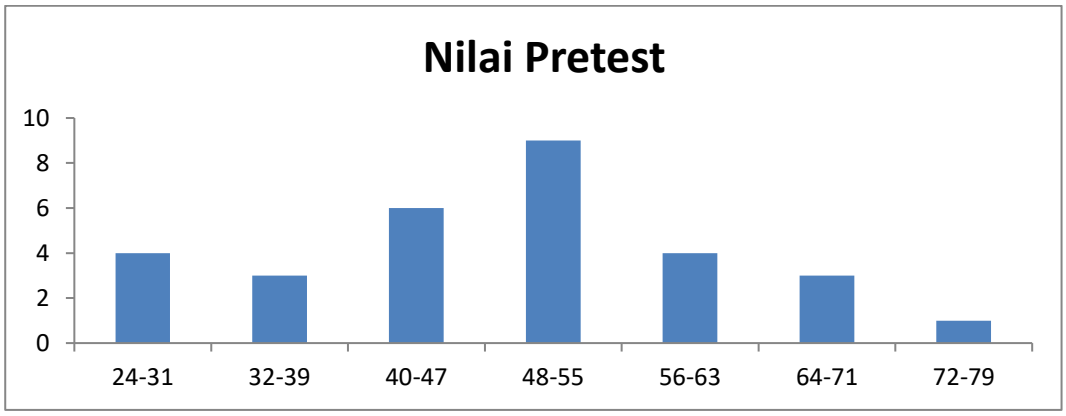

Figure 1. Histogram of The Frequency Distribution *Of Pretest Values*

The results of the *pretest* in Class V at the beginning or before being given a treatment, students who meet the KKM or complete as many as 4 people amounted to 13.33% while 26 people did not meet the KKM or incomplete by 86.67%. By looking at this condition, the researchers tried to provide follow-up by providing a treatment with Direct Instruction learning model in the classroom.

Postest Value Data

After giving a treatment using Direct Instruction learning model at the time of teaching, the researchers then tested the understanding of students by providingpostest questionsto students to measure the extent to which the influence of Direct Instruction learning model on student learning outcomes in Class V. To clarify the value of the postest results, can be seen in the following table of frequency distribution of postest values.

Table 4. Frequency Distribution of Postest Value

X	f	Fx	$X = (x - \bar{x})$	$(x - \bar{x})^2 = X^2$	$f.(x - \bar{x})^2 = fx^2$
56	2	112	-30	900	1800
76	3	228	-10	100	300
80	4	320	-6	36	144
84	5	420	-2	4	20
88	4	352	2	4	16
92	3	276	6	36	108
96	7	672	10	100	700
100	2	200	14	196	392
	N= 30	$\sum fx$= 2580		$\sum x^2$ = 1376	$\sum fx^2$= 3480

Based on the table above can be determined average, standard deviation (determine how close the data or the distribution of data to the average value or *mean*) and standard *error* (accuracy) of data *postest data* results from the average value (*mean*) is 86 while the value of the standard deviation (SD) is 10.77 and the value from standard *error* 1.99.

Jurnal PAJAR (Pendidikan dan Pengajaran)
Volume 8 Nomor 5 September 2024 | ISSN Cetak : 2580 - 8435 | ISSN Online : 2614 - 1337
DOI : http://dx.doi.org/10.33578/pjr.v8i5.9928

Table 5. Percentage Distribution of Posttest Results

No	Interval Class	Frequency	Percentage
1	56-62	2	6,67 %
2	63-69-69	0	0 %
3	70-76	3	10 %
4	77-83-83	4	13,33 %
5	84-90-90	9	30 %
6	91-97	10	33,33 %
7	98-104	2	6,67 %
	Total	30	100.00 %

Based on Table 5 above, it can be concluded that 2 respondents obtained a value of about 56-62 at 6.67%, 0 respondents obtained a value of about 63-69. 3 respondents with a value of about 70-76 by 30%, 4 respondents obtained a value of about 77-83 by 13.33% and 9 respondents with a value of about 84-90 by 30%, then 10 respondents obtained a value of about 91-97 by 33.33% and 2 respondents obtained a value of about 98-104 by 6.67%.

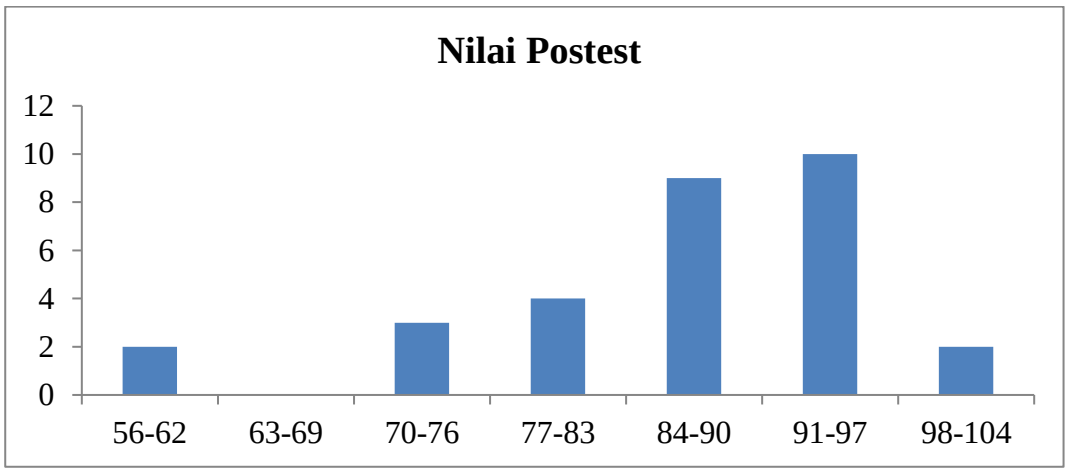

Figure 2 Histogram Of Frequency Distribution *Of Postest Value*

After treatment is given to students in Class V SD Negeri 173418 Pollung according to the material that has been provided, it can be seen the results of the treatment of the Direct Instruction model from the data above. Based on these data, it is known that there is an increase in learning outcomes or student grades after treatment. The increase in the average value can be seen in the diagram below:

Jurnal PAJAR (Pendidikan dan Pengajaran)
Volume 8 Nomor 5 September 2024 | ISSN Cetak : 2580 - 8435 | ISSN Online : 2614 - 1337
DOI : http://dx.doi.org/10.33578/pjr.v8i5.9928

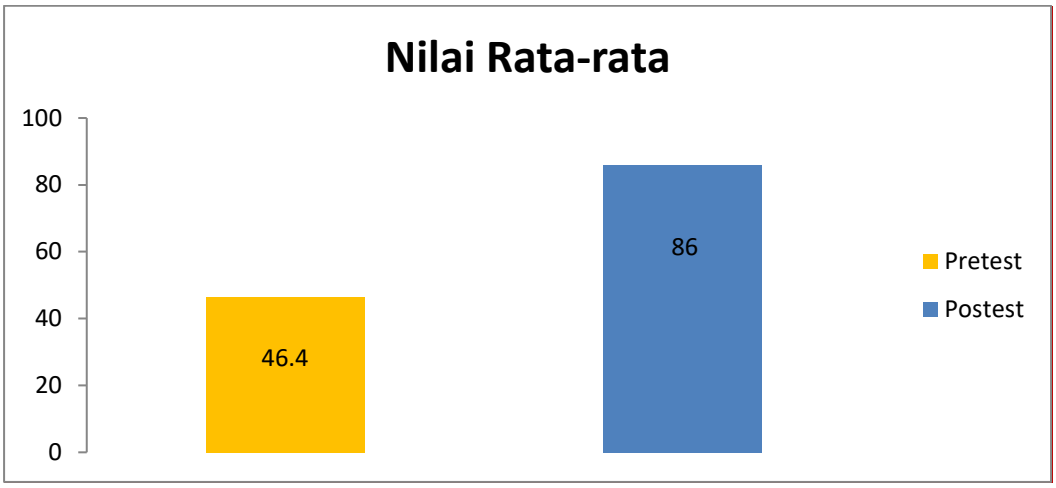

Figure 3. Diagram of The Average Value of Pretest and Postest

From the picture above, it is known that the value of Class V students before being given treatment using *the Direct Instruction learning model*, the average value is 46.4,4 while after being given treatment using *the Direct Instruction learning model*, the average value obtained is 86. It can be concluded that there is an increase in the average value after treatment. The assessment criteria for the average *pretest* and *postest* can be seen in the following table:

Table 6. Assessment Criteria

Rating Criteria	Description
80-100	Excellent
70-79	Good
60-69	Sufficient
50-59	Lacking
0-59	Failed

Questionnaire Value Data

Is known questionnaire average value of 88.3. The questionnaire value *of Direct Instruction learning model* with the lowest value is 75 and the highest value is 98. To clarify the value of the questionnaire can be seen from the frequency distribution of questionnaire values in the following table:

Table 7. Frequency Distribution Of Questionnaire Acquisition

X	F	Fx	$X = (x - \bar{x})$	$(x - \bar{x})^2 = X^2$	$f.(x - \bar{x})^2 = fx^2$
75	2	150	-13,3	176,89	353,78
78	2	156	-10,3	106,09	212,18
79	1	79	-9,3	86,49	86,49
83	2	166	-5,3	28,09	56,18
85	1	85	-3,3	10,89	10,89
86	6	516	-2,3	5,29	31,74
89	1	89	0,7	0,49	0,49
90	4	360	1,7	2,89	11,56
92	1	92	3,7	13,69	13,69
93	1	93	4,7	22,09	22,09

Jurnal PAJAR (Pendidikan dan Pengajaran)
Volume 8 Nomor 5 September 2024 | ISSN Cetak : 2580 - 8435 | ISSN Online : 2614 - 1337
DOI : http://dx.doi.org/10.33578/pjr.v8i5.9928

94	1	94	5,7	32,49	32,49
95	5	475	6,7	44,89	224,45
98	3	294	9,7	94,09	282,27
	N= 30	$\sum fx$ = 2649		$\sum x^2$= 624,37	$\sum fx^2$ = 1338,3

Based on the table above can be determined average, standard deviation (determine how close the data or data distribution to the average value or *mean*) and standard *error* (accuracy) of the questionnaire data is the average value (*mean*) is 88.3 while the value of the standard deviation is 6.68 and standard *error* is 1.24.

Table 8. Percentage Distribution Of Questionnaire Value

No	Interval Class	Frequency	Percentage
1	75-78	4	13,33%
2	79-82	1	3,33%
3	83-86-86	9	30%
4	87-90	5	16,67%
5	91-994	3	10%
6	95-98-98	8	26,67%
	Total	30	100.00%

Based on the table above, it is known that the value of the questionnaire is 4 respondents obtained a value of about 75-78 by 13.33%,1 respondent with a value of about 79.82 by 3.33%, 9 respondents with a value of about 83.86 by 30%, 5 respondents with a value of 87-90 by 16.67%, 3 respondents with a value of 91-94 about 95-98 by 26.67%.

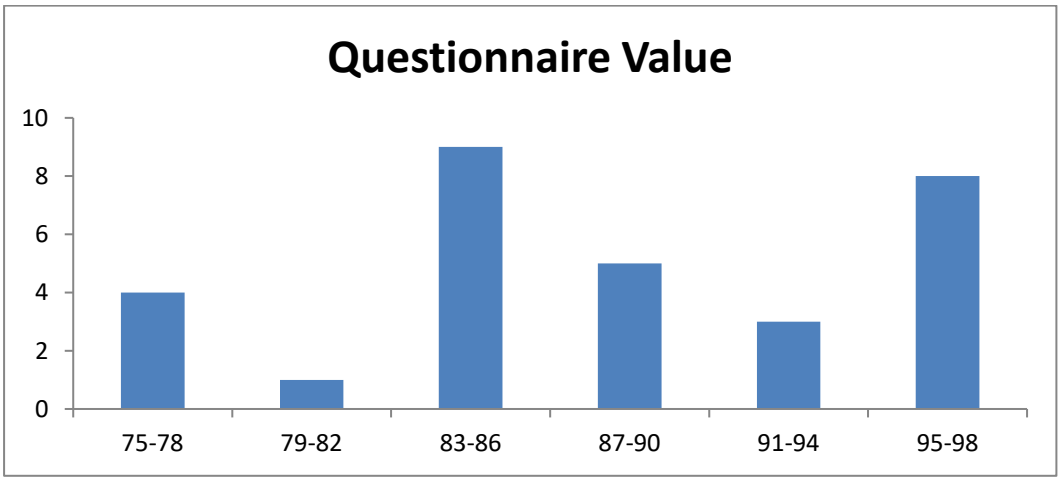

Figure 4. Histogram Of Frequency Distribution Of Questionnaire Results

Based on the figure above, it can be seen that the largest number of respondents is in the value of about 84-89, namely 9 respondents, while the least respondents are 1 respondent in the value of about 96-101.

Jurnal PAJAR (Pendidikan dan Pengajaran)
Volume 8 Nomor 5 September 2024 | ISSN Cetak : 2580 - 8435 | ISSN Online : 2614 - 1337
DOI : http://dx.doi.org/10.33578/pjr.v8i5.9928

Normality Test

Normality test is used to determine whether the data from the study is normally distributed or not. and to find out whether the data of students of Class V SD Negeri 173418 Pollung normally distributed or not, then the determination made by calculating using the help *of SPSS*, significant level (GIS) 5% is as follows:
1. The significance value (sig) of a normal distribution is 0.161.
2. Significance value (sig) ≤ 0.161 abnormal distribution.

With normality testing using *the Test of Normality*. The following can be seen below the calculation results *of Liliefors test* using *SPSS version 22.*

Table 9. Questionnaire Normality Test

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Learning Model Questionnaire	0.105	30	.200*	0.939	30	0.086

Direct Instruction

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Normality test is used to determine whether the study is normally distributed or not. The value of the significant level used by researchers is a significant level of 5% or on the Test table *Liliefors* 0.161. Based on the table above, the significance value of Class V questionnaire is 0.200. Thus, according to the stipulation that $L_{is\ calculated} \geq L_{table}$ or 0.200 ≥ 0.161, it can be concluded that the Class V questionnaire is normally distributed.

Table 10. Normality Test Of Learning Outcomes

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pretest	0.117	30	.200*	0.971	30	0.559
Postest	0.128	30	.200*	0.874	30	0.002

Normality test is used to determine whether the study is normally distributed or not. The value of the significant level used by researchers is a significant level of 5% or on the Test table *Liliefors* 0.161. Based on the table above obtained significant value of the *pretest* and *postest* Class V is 0.200. So, in accordance with the determination that $L_{calculate}$ the 0.200_{table} or 0.161 table, it can be concluded that the problem of Class V learning results in a normal distribution.

Correlation Coefficient Test

Correlation coefficient test is used to find out how much the relationship between the independent variable (X) with the dependent variable (Y) and $r_{hitung}$the requirements for the correlation coefficient test is $R._{tabel}$ dengan rumus korelasi *product moment*

Table 11. Correlation Coefficient Test

		Direct Instruction Learning Model	Learning outcomes
Direct Instruction Learning Model	Pearson Correlation	1	.811**
	Sig. (2-tailed)		.000
	N	30	30
Learning outcomes	Pearson Correlation	.811**	1

Jurnal PAJAR (Pendidikan dan Pengajaran)
Volume 8 Nomor 5 September 2024 | ISSN Cetak : 2580 - 8435 | ISSN Online : 2614 - 1337
DOI : http://dx.doi.org/10.33578/pjr.v8i5.9928

	Sig. (2-tailed)	.000	
	N	30	30

Based on the results of the calculation in *SPSS version 22* above obtained the correlation coefficient R_{count} = 0.811 with a significant level of 5% with the number of respondents (N=30) students so obtained r_{table} = 0.361. Then, in accordance with the requirements of the correlation coefficient test if $R_{is\ calculated} \geq R_{table}$ that is 0.811 ≥ 0.361 there is a relationship between the free variable (X) with the variable (Y) that is the influence *of Direct Instruction learning model* on the results of learningR students.

Table 12. interpretation of the value "r"

Correlation Figures	Category
Range 0,800-1,000	Very High
0,600 – 0,799	High
0,400-0,599	Quite Low
0,200 – 0,399	Low
0,000-0,199	Very Low

Source: (Sugiyono, 2015:257)

Based on the table above, it can be concluded that the correlation coefficient obtained and in accordance with the terms of the correlation test if the $R_{calculate}$ the R_{table} that is 0.811 α 0.361 then 81.1% correlation or there is a relationship between the independent variable (X) with the dependent variable (Y), namely the effect *of Direct Instruction learning model* 173418 Pollung.

Hypothesis Testing

After the data is stated to be normally distributed and samples from the same or homogeneous population, then the hypothesis can be tested using the"T test". Statistics used to test the research hypothesis is a t-test, the hypothesis proposed is:

H_a : There is an influence *of Direct Instruction learning model* on student learning outcomes on the theme 3 healthy food in ClassV SD Negeri 173418 Pollung.

H_0 : there is no effect pembelajaran *of Direct Instruction learning model* on student learning outcomes on the theme 3 healthy food in Class V SD Negeri 173418 Pollung.

With the criteria If $t_{calculate} \leq t_{the\ table}$ or the value of sig t ≤ 0.05 $h_{0\ means}$ accepted and$_a$ rejected H a means that there is no influence between the variable X with variable Y. And if $T_{is\ calculated} \geq t_{table}$ or sig value ≤ 0.05 means that H_0 is rejected and H_A is accepted, it means that there is an influence between variable X and variable Y. Adapaun provisions to find the value of T_{table} obtained by the number of respondents, namely:

N= 30

t_{table} = N-2

t_{table} = 30-2 = 28 judging from the distribution of $T_{table\ values}$) then the value of T_{table} is 2.048.

Table 13. hypothesis Test (t-test)

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	29.464	15.791		1.866	0.073
	Direct Instruction	1.308	0.178	0.811	7.333	0.000

Jurnal PAJAR (Pendidikan dan Pengajaran)
Volume 8 Nomor 5 September 2024 | ISSN Cetak : 2580 - 8435 | ISSN Online : 2614 - 1337
DOI : http://dx.doi.org/10.33578/pjr.v8i5.9928

The results of pengtesttest calculation of the table is the result of calculating *the SPSS version 22* sebesar 7.333 with criteria If $t_{calculate} \geq t_{the\ table}$ t or the value of the sig GS,05 is 0.05.7, 333.2.048 or 0.00.0.05 it means that h_0 is rejected and H_A is accepted, it means that there is an influence between variable X and variable Y. It can be concluded that there is an influence *of the Direct Instruction learning model* on student learning outcomes on the theme of 3 healthy foods in the fifth grade of SD Negeri 173418 Pollung for the 2023/2024 academic year (H_a). To support the results of *SPSS version 22* the following T-test calculation results manually:

$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$ r = 0,811; n = 30

$t = \frac{0.811\sqrt{30-2}}{\sqrt{1-(0.811)^2}}$

$t = \frac{0.811\sqrt{28}}{\sqrt{1-0,657721}}$

$t = \frac{0,811\ x\ 5,29}{\sqrt{0,342279}}$

$t = \frac{4.29019}{0.58505}$

t = 7,333

CONCLUSIONS AND RECOMMENDATION

From the results of the research that the researcher has obtained on the effect *of the Direct Instruction learning Model* on student learning outcomes on the theme of 3 healthy foods in the fifth grade of SD Negeri 173418 Pollung for the 2023/2024 academic year, the researcher outlines the conclusions in answer to the previous problem formulation and suggestions prepared based on all research activities as follows:

1. The implementation *of the direct instruction learning model* on theme 3 healthy food subtheme 2 the importance of healthy food for the body in the fifth grade of SD Negeri 173418 Pollung for the 2023/2024 academic year, was carried out after *pretest activities* where before treatment was given in the form of teaching thematic material on theme 3. Researchers teach using *the direct instruction model* with learning steps provided by Shoimin with 5 phases, namely the orientation phase or conveying objectives, then the presentation or demonstration phase, the guided exercise phase, namely the teacher provides initial training with direct guidance to students. The phase of checking understanding and providing feedback and the phase of independent practice or applying the understanding gained.
2. Hthe learning results obtained in this study, namely using *the direct instruction learning model* on the theme 3 healthy food subtheme 2 the importance of healthy food for the body in the fifth grade of SD Negeri 173418 Pollung for the 2023/2024 academic year have increased. By using experimental research methods that *pretest* and *postest* can be seen an increase in learning outcomes in Grade V students. At *the pretest* or before treatment is given the average learning outcomes obtained is 46.4,4 which category is failure. After being given treatment (*postest*) learning outcomes obtained by students with an average of 86 with a very good category. Thus, it can be concluded that student learning outcomes using *direct instruction learning model* has increased.
3. The effect *of direct instruction learning model* on student learning outcomes on theme 3 healthy food subtheme 2 the importance of healthy food for the body in Class V SD Negeri 173418 Pollung academic year 2023/2024 is very influential or strongly related. Can be seen also from the correlation coefficient test which aims to see the relationship between variable X with variable Y. And with the criteria set that $R_{calculate} \geq r_{the\ table's\ ③\ r}$ that is 0.811 ③ 0, 361 with a very high category of relationships between variables. Also using calculations on the statistical hypothesis test obtained that the $t_{calculate} \geq t_{the\ table}$ is 7.333 t 2.048. So that it can be concluded that if $T_{is\ calculated} \geq t_{table}$, there is an effect *of Direct Instruction Learning Model* on student learning outcomes on theme 3 healthy food subtheme 2 The Importance of healthy food for the body in Class V SD Negeri 173418 Pollung academic year 2023/2024 (H_a).

Jurnal PAJAR (Pendidikan dan Pengajaran)
Volume 8 Nomor 5 September 2024 | ISSN Cetak : 2580 - 8435 | ISSN Online : 2614 - 1337
DOI : http://dx.doi.org/10.33578/pjr.v8i5.9928

Based on the results of the research that has been carried out by researchers, suggestions can be found that build the success of learning in schools, including the following: 1. For Schools, Schools should play a role in providing encouragement and introducing various learning models so that they can be used to improve the quality of learning. One that can be used is the quantum teaching learning model. It is hoped that the school will give permission to conduct further research on this research, 2. For Teachers, Learning should be carried out using the help of various learning media in order to create a fun teaching and learning process. Teachers should be able to get used to using various learning models in order to create a fun teaching and learning process, 3. For Further Researchers, Further researchers are expected to be able to continue research using of the direct instruction learning model in learning so that better learning outcomes are obtained than previous researchers.

REFERENCES

Arikunto, S. (2020). *Research Procedures: A Practical Approach* (Revision, 14). Rineka Created.

Hamiyah, N., & Jauhar, M. (2014). *Teaching And Learning Strategies In The Classroom* (M. Jauhar (ed.); 1st ed.). Achievements Of Librarians.

Hasan, A. (2018). *Professional development of teachers* (2nd ed.). Faithful Library.

Huda, M. (2017). *Teaching and learning* (V). Learning Library.

Hunaepi, Samsuri, T., & Afrillyana, M. (2014). *Direct learning Model theory and practice* (Muhali, H. Fitriani, & S. Prayuth (eds.); 1st ed.). Ambassador Of Science Library.

Isrok'atun, & Rosmala, A. (2018). *Mathematical Models (B.* S. Fatmawati (ed.); 1st ed.). PT Bumi Aksara.

Istarani. (2019). *58 Innovative Learning Models* (Abdussalarn & M. Siddik (eds.); 3rd ed.). ISCOM field.

Jihad, A., & Haris, A. (2022). *Evaluasi Pembelajaran* (3rd ed.). Multi Pressindo.

Komariyah, S., & Laili, A. F. N. (2018). The Influence Of Critical Thinking Skills On Mathematical Learning Outcomes. *Journal Of Mathematics Education And Teaching Research*, *4*(2), 55-60. https://doi.org/https://doi.org/10.37058/jp3m.v4i2.523

Rosdiani, D. (2013). *Direct learning Model in Physical Education and health* (Riduwan (ed.); 2nd ed.). Alphabet.

Rusdiana, H. ., & Heryati, Y. (2015). *Teacher Education to be an inspiring and Innovative* Teacher (B. A. Saebani (ed.); 1st ed.). Faithful Library.

Rusman. (2017). *Learning & Learning Is standards oriented educational process*. Kencana.

Rusmono. (2014). *Strategi Pembelajaran dengan Problem Based Learning itu perlu* (2nd ed.). Ghalia Indonesia.

Shoimin, A. (2022). *68 Innovative Learning Models in curriculum 2013* (R. KR (ed.); 2022nd ed.). AR-RUZZ MEDIA.

Please Help, P. J. (2019). Application of inquiry learning Model to improve student learning outcomes in Mathematics in Class VI SD Negeri 066050 Medan learning year 2018/2019. *AQUINAS SCIENTIFIC JOURNAL*, *2*(1), 107-126. https://doi.org/https://doi.org/10.54367/aquinas.v2i1.364

Silaban, P. J. (2015). *Meningkatkan Motivasi dan Kemampuan Pemahaman Matematis Siswa Melalui Pembelajaran Kooperatif Tipe Tgt Berbantuan Alat Peraga Pada Mata Pelajaran Matematika di Kelas VI SD Methodist-12 Medan Tahun Ajaran 2014* (Doctoral dissertation, UNIMED).

Silaban, P. J. (2017). Meningkatkan Motivasi Dan Kemampuan Pemahaman Matematis Siswa melalui Alat Peraga Montessori Pada Mata Pelajaran Matematika Kelas IV SD ASSisi Medan. *Elementary School Journal Pgsd Fip Unimed*, *7*(4), 502-511.

Silaban, P. J. (2019). Penerapan Model Pembelajaran Inkuiri untuk Meningkatkan Hasil Belajar Siswa pada Mata Pelajaran Matematika di Kelas VI SD Negeri 066050 Medan Tahun Pembelajaran 2018/2019. *Jurnal Ilmiah Aquinas*, *2*(1), 107-126.

Silaban, P. J. (2019). Penerapan Model Pembelajaran Inkuiri untuk Meningkatkan Hasil Belajar Siswa pada Mata Pelajaran Matematika di Kelas VI SD Negeri 066050 Medan Tahun Pembelajaran 2018/2019. *Jurnal Ilmiah Aquinas*, *2*(1), 107-126.

Silaban, P. J. (2019). Efektivitas Pembelajaran Melalui Pembelajaran Kooperatif Tipe Tgt Berbantuan Alat Peraga Di Kelas Vi Sd Methodist-12 Medan Pada Kompetensi Dasar Luas Bangun Datar Sederhana. *Jurnal Ilmiah Aquinas*, *2*(2), 175-199.

Silaban, P. J., & Hasibuan, A. (2021). Hubungan Lembar Kerja Peserta Didik Berbasis Cat Terhadap Kemampuan Pemahaman Matematis Siswa. *Jurnal Ilmiah Aquinas*, *4*(1), 48-59.

Silaban, P. J., Sinaga, B., & Syahputra, E. (2024). The Effectiveness Of Developing The Realistic Mathematics Education Based On Toba Batak Culture Learning Model To Improve The HOTS Capabilities Of Prospective Elementary School Teachers. *Educational Administration: Theory and Practice*, *30*(5), 5625-5644.

Sinaga, R., Purba, J. M., & Cape, D. S. (2020). The effect of cooperative learning model Scramble type on student learning outcomes on the theme of the area where I live in Class IV. *Elementary School Journal*, *10*(4), 216–224. https://doi.org/https://doi.org/10.24114/esjpgsd.v10i4.23701

Sugiyono. (2017). *Quantitative, Qualitative and R & D research methods* (25th ed.). Alphabet.

Susanto, A. (2018). *Theory of learning & learning in elementary school* (4th ed.). Prenadsmedia Group.