

REACT LEARNING MODEL TO IMPROVE LEARNING OUTCOMES OF SOCIAL SCIENCES IN GRADE V OF STATE ELEMENTARY SCHOOL 25 LUBUKLINGGAU

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Accepted : January 27, 2026

Abstract: This study aimed to improve the Social Studies learning outcomes of Grade V students at State Elementary School 25 Lubuklinggau through the implementation of the REACT learning model. The research employed a Classroom Action Research design conducted in two cycles, each consisting of planning, action, observation, and reflection stages. The participants were 20 Grade V students. Data were collected using tests, observations, and documentation. The results showed a significant improvement in students' learning outcomes after the application of the REACT model. In Cycle 1, the average post-test score increased to 74.81, with 70.73% of students achieving the Minimum Mastery Criteria. Further improvement was observed in Cycle 2, where the average post-test score reached 80.19 and 85.19% of students achieved learning mastery. These findings indicate that the REACT learning model effectively enhances students' understanding, engagement, and academic achievement in Social Studies learning. Therefore, the REACT learning model is recommended as an alternative instructional strategy to improve the quality of Social Studies learning at the elementary school level.

Keywords: REACT, Social Sciences, Learning, Model

INTRODUCTION

Social Studies (IPS) is a subject that plays a strategic role in developing students' knowledge, attitudes, and social skills at the elementary school level. Social Studies learning not only emphasizes the mastery of concepts but also the development of critical thinking skills, problem-solving abilities, and students' understanding of social phenomena in their surrounding environment (Banks, 2016). Therefore, Social Studies instruction should be designed in a meaningful and contextual way so that students are able to connect learning materials with their daily lives (Trianto, 2014).

However, in practice, Social Studies learning in elementary schools still encounters various challenges. Learning activities are often teacher-centered, with limited opportunities for students to actively participate in the learning process (Sanjaya, 2017). As a result, students tend to become passive, easily bored, and less motivated, which ultimately affects their comprehension of Social Studies concepts and their overall learning outcomes. These conditions are also evident in Social Studies learning for Grade V students at State Elementary School 25 Lubuklinggau. Based on classroom observations and existing learning conditions, many students experience difficulties in understanding Social Studies materials and relating them to real-life contexts. This situation is reflected in students' learning outcomes, which remain low and have not met the Minimum Mastery Criteria (KKM) established by the school.

Several previous studies have reported that contextual and student-centered learning models can significantly improve students' engagement and learning outcomes in Social Studies. Research conducted by Crawford (2001) and Johnson (2002) found that the REACT learning model effectively enhances students' understanding by linking learning materials with real-world experiences. In addition, studies by Huda (2018) and Nurhadi (2019) showed that the application of contextual learning models contributes to higher student motivation and improved academic achievement. However, most of these studies were conducted in science and mathematics subjects, while research focusing on Social Studies at the elementary level remains limited.

This indicates a research gap, namely the lack of empirical evidence regarding the effectiveness of the REACT learning model in improving Social Studies learning outcomes for elementary school students, particularly within the context of Grade V learners in Indonesian public schools.

The novelty of this study lies in the application of the REACT learning model specifically to Social Studies learning for Grade V students at State Elementary School 25 Lubuklinggau. Unlike previous studies, this research focuses on integrating all stages of the REACT model—Relating, Experiencing, Applying, Cooperating, and Transferring—into Social Studies instruction to address students' learning difficulties and low achievement in this subject.

The low learning outcomes in Social Studies indicate the need for improvements in the learning process. Teachers are required to implement innovative, contextual, and student-centered learning models that can actively involve students in learning activities (Rusman, 2017). Appropriate learning models are expected to enhance student engagement, facilitate deeper conceptual understanding, and create a more effective and enjoyable learning atmosphere. As a solution to these problems, the REACT learning model (Relating, Experiencing, Applying, Cooperating, and Transferring) is proposed. This model emphasizes connecting learning materials with students' real-life experiences, providing hands-on learning opportunities, encouraging cooperation among students, and enabling them to transfer knowledge to new situations (Crawford, 2001).

The significance of this study is expected to be both theoretical and practical. Theoretically, this research contributes to the development of learning model literature, particularly in the context of Social Studies education at the elementary level. Practically, the findings can serve as a reference for teachers and schools in selecting and implementing effective learning models to improve students' learning outcomes and engagement in Social Studies (Sanjaya, 2017). Therefore, this study aims to examine the effectiveness of the REACT learning model in improving Social Studies learning outcomes of Grade V students at State Elementary School 25 Lubuklinggau.

METODOLOGI

Research Design

This research is a quantitative study. The method used in this research is the quasi-experimental method. Arikunto (2017:23) explains that quasi-experimental research is a type of quantitative research. This research belongs to experimental research (Pre-Experimental Designs) using a one-group pre-test and post-test design. The design of this research is illustrated in the following figure.

Research Subject

This research was conducted at SD Negeri 25 Lubuklinggau, Lubuklinggau City, South Sumatra Province. The researcher selected Grade V as the class used in this study.

Data Collecting

Observations A research variable is essentially anything in any form that researchers apply to study to obtain information about it. According to Sugiyono (2017:4), an independent variable is a variable that influences or causes changes in or the emergence of a dependent variable. Meanwhile, a dependent variable is a variable that influences or is the result of the independent variable.

The sample for this study was all 20 fifth-grade students at SD Negeri 25 Lubuklinggau, consisting of 9 boys and 11 girls.

The sampling technique used was saturated sampling. Saturated sampling is a sampling technique where all members of the population are used as samples (Sugiyono, 2018:139).

The data collection technique used in this study was a test. According to Jihad & Haris (2019:67), a test is a set of questions that must be answered, responded to, or tasks that must be carried out by the person being tested.

In quantitative research, there are two methods of data collection: pretest and posttest. The pretest is used to determine the subject's initial condition before receiving treatment, while the posttest is used to determine the condition after receiving treatment using the REACT learning model.

According to Sugiyono (2012:224), data collection techniques are the most strategic step in research. The primary goal of research is to obtain data. Without proper knowledge of data collection techniques, researchers will not obtain data that meets established data standards.

Meanwhile, in this study on the Application of the REACT Learning Model, researchers used two techniques: interviews, tests, and documentation.

Data Analysis

Data analysis is a method used to manage data that correlates with the stated problem formulation so that it can be used to draw conclusions. This research technique utilizes quantitative analysis, namely analysis that utilizes quantitative analysis tools, which utilize mathematical, statistical, and ecomotor models.

RESEARCH RESULT

Finding

The results of this study show a clear and meaningful improvement in Grade V students' Social Studies learning outcomes after the implementation of the REACT learning model. The improvement can be seen through the comparison of students' pre-test and post-test scores in both learning cycles. This indicates that the learning activities designed using the REACT model were effective in helping students understand the learning materials and achieve better academic performance.

In Cycle 1, the learning activities were conducted using the REACT learning model with a focus on the topic of electrical circuits. Before the learning activities began, students were given a pre-test to measure their initial understanding of the material. The results of the pre-test showed that the average score of the 20 Grade V students was 59.26. At this stage, only 3 students were able to meet the minimum mastery criteria, which represented 18.52% of the total number of students. This result indicates that most students still had difficulties understanding the material prior to the implementation of the REACT learning model.

After the learning activities were carried out using the REACT model, a post-test was administered to evaluate students' learning outcomes. The results of the post-test showed a significant improvement, with the average score increasing to 74.81. In addition, 17 students were able to achieve learning mastery, representing 70.73% of the class. This means that 15 out of 20 students successfully absorbed the learning activities implemented in Cycle 1. The improvement suggests that the REACT model helped students connect the learning material with real-life experiences, engage more actively in learning, and better understand the concepts being taught.

In Cycle 2, the REACT learning model was implemented again, but with a different learning topic, namely various cultures in Indonesia. Similar to Cycle 1, students were first given a pre-test to assess their initial knowledge. The pre-test results showed an average score of 61.11, with only 4 students achieving mastery, or 25.93% of the class. Although this result was slightly higher than in Cycle 1, it still indicated that many students had not fully understood the material.

Following the implementation of the REACT learning activities in Cycle 2, students' learning outcomes showed a more significant improvement. The post-test results revealed that the average score increased to 80.19, and 16 students successfully achieved learning mastery, representing 85.19% of the class. This means that 16 out of 20 students were able to understand and absorb the learning activities effectively. The improvement in Cycle 2 was higher than in Cycle 1, indicating that students became more familiar with the REACT learning process and were able to participate more actively.

Overall, the findings demonstrate that the REACT learning model can significantly improve students' Social Studies learning outcomes. By encouraging students to relate learning materials to real-life situations, experience learning directly, apply knowledge, work cooperatively, and transfer understanding to new contexts, the REACT model creates a more engaging and meaningful learning experience. As a result, students show better understanding, higher motivation, and improved academic achievement in Social Studies learning.

Discussion

The findings of this study indicate that the implementation of the REACT learning model significantly improved Grade V students' learning outcomes in Social Studies. This improvement is evident from the consistent increase in students' average scores and the percentage of students achieving learning mastery across both learning cycles. The results confirm that learning activities designed using the REACT model can effectively address students' learning difficulties and enhance their academic achievement.

In Cycle 1, the application of the REACT learning model resulted in a noticeable improvement in students' learning outcomes, as reflected in the increase of the average score from 59.26 in the pre-test to 74.81 in the post-test. The percentage of students who achieved mastery also increased substantially from 18.52% to 70.73%. According to Johnson (2002), contextual learning enables students to connect new knowledge with real-life situations, making learning more meaningful and easier to understand. In this study, the Relating and Experiencing stages of the REACT model allowed students to link the topic of electrical circuits with everyday experiences, which helped them develop a better conceptual understanding.

Furthermore, the Applying and Cooperating stages encouraged students to actively participate in learning activities through practice and group work. This is consistent with Vygotsky's social constructivist theory, which emphasizes that learning occurs most effectively through social interaction and collaboration with peers. By working together, students were able to exchange ideas, clarify misunderstandings, and construct knowledge collaboratively, leading to improved learning outcomes in Cycle 1.

The improvement in Cycle 2 was even more significant. The average post-test score increased to 80.19, and the percentage of students achieving mastery reached 85.19%. This suggests that students not only benefited from the REACT learning model but also became more familiar with its learning process. According to Bruner (1966), repeated exposure to active and discovery-based learning helps students develop deeper understanding and independence in learning. The topic of cultural diversity in Indonesia, which is closely related to students' daily lives, further strengthened the effectiveness of the Relating and Transferring stages of the REACT model.

The higher mastery level in Cycle 2 also indicates increased student motivation and engagement. Huda (2018) states that student-centered learning models foster greater motivation because students are directly involved in constructing knowledge rather than passively receiving information. The REACT model provided students with opportunities to explore cultural topics through discussion, observation, and reflection, which enhanced their interest and participation in learning activities.

Overall, the findings support previous studies by Crawford (2001), who emphasized that the REACT learning model improves students' understanding by integrating real-world contexts into the learning process. The significant increase in learning outcomes across both cycles demonstrates that the REACT model is an effective instructional approach for improving Social Studies learning in elementary schools. Therefore, the REACT learning model can be considered a suitable alternative learning strategy to enhance students' learning outcomes, engagement, and conceptual understanding in Social Studies.

CONCLUSION

This study concludes that the implementation of the REACT learning model effectively improved the Social Studies learning outcomes of Grade V students at State Elementary School 25 Lubuklinggau. The application of the REACT model across two learning cycles resulted in a consistent increase in students' average scores and the percentage of students who achieved the Minimum Mastery Criteria. These findings indicate that the REACT learning model is capable of addressing students' learning difficulties and enhancing their academic performance in Social Studies.

In Cycle 1, students showed noticeable improvement after participating in learning activities designed using the REACT stages. The model encouraged students to relate learning materials to real-life experiences, actively engage in learning tasks, and cooperate with peers. Although not all students achieved mastery in the first cycle, the improvement demonstrated that the learning process became more meaningful and effective.

Further progress was observed in Cycle 2, where students achieved higher learning outcomes and greater mastery levels. This improvement suggests that repeated exposure to the REACT learning process helped students become more confident, motivated, and actively involved in learning activities. The REACT model successfully created a student-centered learning environment that supported deeper understanding and knowledge transfer.

Overall, the results confirm that the REACT learning model is an effective instructional approach for improving Social Studies learning outcomes at the elementary school level. Therefore, the model is recommended as an alternative learning strategy to enhance the quality of Social Studies instruction and support students' academic achievement.

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