

The Influence of the Mnemonic Learning Model on the Learning Outcomes of Arts, Culture, and Crafts in Class IV SDN Pannara, Makassar City

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ABSTRACT

This study aims to determine whether the mnemonic learning model influences the learning outcomes of arts and crafts (SBdP) for fourth grade students at SDN Pannara, Makassar City. The research method employed was quantitative experimental research with a one-group pretestposttest design, and the subjects were fourth-grade elementary school students with collage-related two-dimensional expression work material. This study employs research test instruments, observation sheets, and documentation. In this study, descriptive statistical analysis and inferential statistical analysis were used to analyze the data. Fourth-grade students of SDN Pannara Makassar City whose learning outcomes were enhanced by the application of the mnemonic learning model, as demonstrated by the study's findings. This is demonstrated by testing the hypothesis with the t-test and the test results, namely a significance of 0.000 0,000 < α 0,05 which means that H₁ is accepted and H_0 is rejected. Where H_1 asserts that SBdP learning outcomes for fourth-grade students at SDN Pannara have improved because of the use of the mnemonic learning model. While H0 claimed there was no improvement in SBdP learning outcomes for fourth-grade students at SDN Pannara because of the use of the mnemonic learning model, this study found otherwise. The average student score, which ranges from 30.67 on the pre-test to 90.95 on the post-test, further demonstrates this point. The use of the mnemonic learning model improved the learning outcomes of fourth grade students of SDN Pannara in Makassar City. Therefore, it is recommended that teachers, especially of SBdP subjects, consider using the mnemonic learning model in SBdP learning to make the teaching and learning process more effective, enjoyable, and engaging.

Keywords: SBdP; Mnemonic Model; Learning outcomes

INTRODUCTION

Education is one of the efforts to build and improve the quality of human resources in the era of globalization, which is full of challenges, and this is based on the reality that education is a fundamental aspect of every person's life. Therefore, educational activities cannot be disregarded, particularly as we enter a new millennium characterized by increasingly fierce, sharp, and tough competition. Education is conducted in a planned and systematic manner to achieve educational objectives in accordance with expectations through effective and efficient learning activities. Learning activities include planning, execution, and evaluation. Planning involves the creation of a course outline and a learning implementation plan (RPP). It is anticipated that through planning, learning activities will be directed toward the specified objectives. Implementation of learning entails the transmission of content using specific strategies, methods, and media for learning to operate efficiently.

The purpose of assessing learning activities is to determine the efficacy of the © 2024 by the authors; licensee PGSD UMP. This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution License (http://creativecommons.org/licenses/by/4.0/).

employed learning methods. Coaching is also an essential component for students. Student mentoring is the provision of services to students inside and outside of class hours at an educational institution. Students are guided by creating conditions or making them aware of their learning assignments. Education emphasizes the modification of human behavior, which carries the connotation of ethical education. In addition, education emphasizes human productivity and creativity so that individuals can partake in and contribute to social life. The greater a person's level of education, the better his existence will be. In the realm of education, there must be a process of teaching and learning that involves interaction between teachers and students.

Education is the process of altering the behavior of an individual or group through teaching and training to mature humans[1]. To address issues that emerge during the learning process[2], Silaban and Aunurrahman's research focuses on resolving problems that arise in their research. Education is essential to development and progress to meet future challenges. A teacher is a person who provides students with knowledge. In the eyes of society, teachers are individuals who provide education in a variety of settings, including formal educational institutions, the community, and the family. Teachers occupy a respectable position in society; respect for teachers is a result of their authority, which ensures that their status is not questioned. People believe that instructors are the only individuals capable of educating their children to develop noble personalities. Therefore, it can be concluded that all instructors are responsible for guiding and fostering students, individually and systematically, in and out of school.

The teaching and learning process is an interaction between two parties, with the students as the primary subject. The role and responsibilities of an instructor are extremely demanding. In addition to teaching, the teacher must also be able to educate, advise, develop, and lead the class, which provides students with direction and guidance in their learning. Additionally, the teacher must be able to see everything occurring in the classroom to assist students with their developmental stages. Through his or her function as a teacher, the teacher is the central figure who determines the success or failure of the school's learning process. The educator designs and selects instructional materials, learning resources, and learning media.

The instructor serves as a model, example, and role model for the students. Therefore, a teacher must have knowledge, experience, skills, and competence regarding character, as well as a noble character that permeates his life, because what he does well has a positive impact on his students. Without excellent teachers, it is difficult for education to produce something worthwhile. The teacher's role is not limited to merely imparting knowledge; he or she must also function as a motivator capable of arousing students' motivations or desires to achieve much better learning outcomes. There are numerous factors that influence student learning outcomes, including both internal factors that motivate students to engage in an activity even if they do not receive conscious stimulation from others and the motivation that originates within the student. External factors are the influence of or the environment in which students find themselves, which influences their behaviour.

Education is a very important aspect of life because it enables every individual to actively develop their potential and alter the attitudes and behaviours of a person or group

of people to help them mature[3]. Arts education is a venue for students to acquire all knowledge to develop creative intellectual intelligence. To assist teachers and parents accept the curriculum and school regulations for the sake of students' academic abilities and potential, a structured educational plan is required[4].

The teaching and learning process will be effective and efficient if students actively participate in teaching and learning activities and undergo positive changes in the areas of material comprehension, knowledge being taught, skills in the material being taught, values, and attitudes. This change is possible if it is supported by various changeproducing factors; therefore, in the student learning process, it must be supported by a good and sharp memory to acquire changes in the field of student understanding and learning knowledge. As a result, as an educator, you must select the method or strategy that is deemed more effective than other methods or strategies under specific circumstances, so that the knowledge imparted by the instructor becomes the students. It is hoped that the method or strategy will be more effective in attaining the desired learning outcomes if it is more appropriate.

A case study conducted SDN Pannara Makassar City revealed the following issues: (1) Students continued to have trouble retaining or memorizing SBdP lessons, particularly two-dimensional expression work material pertaining to collage. Students felt fatigued due to the monotonous nature of the instructor's instructional approach. (3) Students frequently achieve below-average SBdP learning results because they neglect during the exam. The mnemonic method is one approach that can be taken to resolve this issue. According to Wojowasito and Wasito S in Prasetyo[5], the mnemonic method is the ability to memorize. Imagination and association are central to this technique. Simply stated, this method, according to Stine, is the mind's ability to associate words or concepts with images[6].

Effective retention is one of the requirements for optimal student learning. This is since school learning outcomes are measured based on students' mastery of subject matter, which cannot be isolated from memory activities. Students will be able to learn easily and accomplish optimal results if they have a strong memory. However, field events demonstrate that not all students have excellent memories. In each class, for instance, there are students with excellent memories and those with poor memories.

Mnemonic techniques are techniques that are applicable to the study of biology. The mnemonic technique is a memory-enhancing technique based on the principles of long-term memory encoding[7]. Mnemonics are techniques based on human knowledge of memory principles that have been scientifically tested[8]. This technique assists students in recalling material in an entertaining manner. Students memorize lessons in an unorthodox manner to improve their ability to recall what the instructor teaches. This will aid students in their examination of two-dimensional expedition work material pertaining to collage on that material. According to research conducted by Rekhamandia using the mnemonic technique, the research results obtained from the experimental class had an average gain value of 0.7507, which was classified as higher than the value obtained from the control class, which did not use the mnemonic technique and had an average gain of 0.6241[9].

The author intends to conduct research with the title "The Influence of the Mnemonic Learning Model on Arts, Culture, and Crafts (SBdP) Learning Outcomes for Class IV Students at SDN Pannara, Makassar City" This study aims to determine whether the mnemonic learning model influences the arts, culture, and crafts (SBDP) learning outcomes of fourth-grade students at SDN Pannara, Makassar City. Students are expected to be more creative and motivated during the SBdP learning process if the results of this study aid in their understanding of the concept of two-dimensional expression work in collage and provide a more diverse learning experience. They can provide instructors with input on appropriate methods, models, and strategies for presenting material to stimulate student learning. The caliber of education in the SBdP field of study can be enhanced by schools.

MATERIALS AND MOTHODS

This is quantitative and quasi-experimental research. A quasi-experiment is a type of research that systematically manipulates one or more variables and then evaluates their effect on the desired variable[10]. The selection of experiments is based on the inability of researchers to entirely control the influence of external factors. Experimental and control groups were utilized in a non-equivalent control group pretest-post-test research design. Each cohort began with a pre-test, received treatment, and concluded with a pre-test. The research methodology in table 1.

Table 1. Non-equivalent control group pretest-posttest design

Group	Pretest	Treatment	Posttest
Experiment	O_1	Х	O ₂
Control	O ₃	-	O ₄

The participants in this investigation were fourth grade students at SDN Pannara in Makassar. The selection of research samples utilized the technique of duster random sampling, in which samples were taken at random in groups. Utilizing data acquisition techniques to obtain information through tests and observations. Multiple-choice objective examinations are used to evaluate students' knowledge of SBdP subjects. Observation is used to observe the syntax implementation of the mnemonic learning model. Before being administered to research groups, examination queries are rationally validated. The grid used with the test instrument in Table 2.

Table 2. The te	st instrument grid
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No.	Instrument Components	Item	Total
1.	Students can discover the materials and techniques for creating collages	5,6,7,8,9,10	6
2.	Students are skilled in the technique of two- dimensional collage.	1,2,3,4	4
	Number of questions		10

With a score of 0.93, the results of the reliability test indicate that the level of reliability in the category is extremely high, allowing the test to be utilized in the next phase of the research procedure. The experiment was conducted in the IVC class at SDN Pannara in Makassar City with 28 respondents and a rtable of 0.304. According to the results of the question-item analysis, there were 10 valid queries out of the 10 asked. Next, an Alpha

reliability test was administered Using SPSS 24. With a score of 0.93, the results of the reliability test indicate that the level of reliability in the category is extremely high, allowing the test to be utilized in the next phase of the research procedure.

The homogeneity and normality evaluations are prerequisites for this investigation. The hypothesis-determining data analysis test will be determined by the results of the normality test and the homogeneity test. A one-sample t test is utilized to distinguish whether the experimental and control groups have the same or distinct means[11].

RESULTS AND DISCUSSION

Using multiple data analyses, determine whether the mnemonic learning model is suitable for enhancing student learning outcomes in SBdP subjects. The tests conducted are prerequisite tests, hypothesis tests, and normality tests, which are used to determine if the obtained data is normally distributed.

The SPSS application is used to assess the normality of data to facilitate testing. The results of the normality test conducted for this study in table 3.

Class	Kolmogo	nogorov-Smirnova		Shapiro-Wilk		
Class	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.149	21	.088	.931	21	.146
Postest	.155	21	.064	.941	21	.098

Table 3. Normality Test Results

The significance value of the normality test for the pretest and post-test of the student mnemonic learning model was > 0.05, indicating that the data were normally distributed. The following stage is to conduct a homogeneity test. The homogeneity test measures the disparity between pre- and post-test scores. The results of the homogeneity test are shown in Table 4.

Table 4. Homogeneity	Test	Results
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Test of Hor	nogeneity of Variance				
		Levene	df	df2	Sig.
		Statistic	1		_
Learning	Based on Mean	2.645	1	40	.112
Result	Based on Median	1.095	1	40	.302
	Based on Median and with adjusted df	1.095	1	31.477	.303
	Based on trimmed mean	2.546	1	40	.118

Based on an analysis of the data, the mnemonic learning model's pre- and post-test results have a significance level > 0.05. Therefore, it can be concluded that the data is consistent. The next stage, following the prerequisite test, is to test the hypothesis. A one-sample t-test was conducted to examine whether student learning outcomes improved. The outcomes of the test of hypotheses in Table 4.

Table 5. One	e Sample T	Test Results
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One-Sample Test						
Test Value = 0						
	Т	Df	Sig. (2-	Mean	95% Confidence Interval of the	
			tailed)	Difference	Difference	

					Lower	Upper
Pretest	12.084	20	.000	36.667	30.34	43.00
Posttest	49.275	20	.000	90.952	87.10	94.80

Based on table 5, the two-tailed significance value is 0,000 < 0,05, indicating that (H0) is rejected and (Ha) is accepted. Students' understanding of SBdP using the mnemonic learning model differs significantly from students' understanding of SBdP using conventional learning, as determined by the hypothesis testing.

Discussion

The descriptive analysis of the pre-test results reveals a mean initial ability value of 36.67 with a standard deviation of 13.904 for the experimental group. The experimental group increased after receiving treatment; the mean was 90.95 and the standard deviation was 8.459. The authors then utilized a normalized test to determine the increase in pre-post test scores for each cohort. The experimental group's normalized test results showed a decrease of 10%, a constant of 13.3%, a low of 20%, a medium of 33.3%, and a high of 23.3%. In contrast, the control group's normalized test results remained unchanged, with low values of 10%, very low values of 38.1%, low values of 52.4%, and moderate values of 9.5%. From this descriptive analysis, it can be concluded that the scores of both experimental groups increased between the pre- and post-tests. However, the normalized test results for the experimental group revealed a 10% decrease. The information is presented below for clarity.

			P	retest	Posttest		
No	Value Interval	Category	Frequency	Percentage (%)	Frequency	Percentage (%)	
1	0 - 30	Very low	8	38,1	0	0	
2	31 - 50	Low	11	52,4	0	0	
3	51 - 69	Medium	2	9,5	0	0	
4	70 - 89	High	0	0	8	38,1	
5	90 - 100	Very High	0	0	13	61,9	
	Total		21	100	21	100	

Table 6. Distribution and Frequency Results of Pretest and Posttest Learning Category Results

The test results for the level of completion of student learning outcomes on the pretest (before treatment) and posttest (after treatment) regarding the mnemonic learning model in arts, culture, and crafts learning displays in Table 7.

Table 7. Results of the Completeness Level of Pretest and Posttest Student Learning Outcomes

No Score	Score	Catagory	Fı	requency	Percentage %	
INU	No Score Category		Pretest	Posttest	Pretest	Posttest
1	0 - 69	Not finished	21	0	100	0
2	70 - 100	Finished	0	21	0	100
	Т	otal	21	21	100	100

According to the data in Table 7, prior to receiving action (the pretest), all 21 students fell into the incomplete category with a score of 100% and the completed category with a score of 0%. Then, after receiving action (posttest), all 21 students fell into the complete category,

while none or 0% fell into the incomplete category. As a result, we can conclude that the grades of students in fourth grade are classically adequate, as they have achieved an average score in accordance with the expected KKM score.

It was determined that the use of the mnemonic model improved SBdP learning outcomes for students in class IV B at SDN Pannara, Makassar city. The significance level $0,000 < \alpha 0,05$, which indicates that the hypothesis that states there is an increase in SBdP learning outcomes in the use of the mnemonic model in class IV students at SDN Pannara (H₁) is accepted and the hypothesis that states there is no increase in learning outcomes in the use of the mnemonic model in class IV Pannara (H₂) is rejected. In addition, it can be seen by comparing the average scores of students before and after treatment, which increased from 36.67 (pretest) to 90.95 (posttest).

Mnemonics are a method for memorizing information with assistance. These aides can be abbreviations, object presuppositions, or "connecting" (remembering something based on its relationship to another). In addition, mnemonics are techniques for making something easier to recall by constructing formulas or expressions or by connecting words, concepts, and fantasies[12]. In other terms, mnemonics are techniques for using memory in a specific manner. This method makes it simpler for students to remember material that is deemed challenging. Therefore, obstacles to learning will be eliminated, and students will be encouraged to be more active to achieve optimal learning outcomes. With mnemonics, memory will improve. One of the objectives of the mnemonic technique is to transfer information from short-term to long-term memory. And makes it simpler to recall previously stored information. It is also said that the mnemonic method is innovative and superior to traditional instruction[13]. Moreover, Tarmilia explained that the mnemonic method can aid children in memorizing and recalling memories during the process of memorization of the Koran using the Bayani method, which is founded on verbal mnemonic techniques[14].

Humans consciously engage in the process of learning to acquire new knowledge. Changes in behavior because of interaction with the environment and changes in knowledge constitute psychological learning. Attitudes, skills, behavior, and development in meeting their other requirements. To accomplish changes in learning, the teaching and learning process must be enjoyable and use methods or models that students enjoy and that vary from lesson to lesson, so that learning outcomes are in line with what students expect. Through the mnemonic model, students are facilitated in comprehending the provided teachings. Students do not experience boredom during the teaching and learning process because of the mnemonic model's increased variety and use of colorful, concise writing. According to Samsudin, there are factors that influence student learning, such as internal and external student factors; in addition, there are learning approach factors that teachers must comprehend in the teaching and learning process. There are dominant factors in the teaching and learning process, including the teacher's capacity to manage learning, student activities, instructional strategies, and learning tools.

Essentially, student learning outcomes are changes in behavior. In a broad sense, student behavior because of learning includes the cognitive, affective, and psychomotor domains. According to this definition, learning outcomes are an individual's level of mastery and comprehension, which can alter his behavior, for instance, from not knowing to knowing, from being impolite to being courteous, etc. This is consistent with the application of the mnemonic model, where the use of this model can result in changes for

students, particularly those studying SBdP-related topics.

Therefore, the researcher can conclude that the mnemonic model is an educational instrument that offers numerous advantages to the learning process. Not only students, but also teachers, as the mnemonic model makes it simpler for teachers to provide each student with comprehension. Mnemonic models can be substituted for conventional or lecture-based methods, which are tedious for students.

CONCLUSION

Based on data analysis and hypotheses, it can be concluded that the use of the mnemonic model increases the learning outcomes of SBdP class IV B students at SDN Pannara, Makassar City. The significance level is $0,000 < \alpha 0,05$, which indicates that the hypothesis that states there is an increase in SBdP learning outcomes in the use of the mnemonic model in class IV students at SDN Pannara (H₁) is accepted and the hypothesis that states there is no increase in learning outcomes in the use of the mnemonic model in class IV students at SDN Pannara (H₁) is accepted and the hypothesis that states there is no increase in learning outcomes in the use of the mnemonic model in class IV students at SDN Pannara (H₀) is rejected. In addition, it can be seen by comparing the average scores of students before and after treatment, which increased from 36.67 (pretest) to 90.95 (posttest). Therefore, researchers can conclude that the mnemonic model is an educational instrument that offers numerous advantages to the learning process. Not only students, but also teachers, as the mnemonic model makes it simpler for teachers to provide each student with comprehension. Mnemonic models can be substituted for conventional or lecture-based methods, which are tedious for students

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If possible, educators should use the mnemonic method to teach their students, and students should use the mnemonic method to memorize or remember learning material.

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