

The Use of Standing Board Learning Media to Improve Science and English Learning Outcomes in Elementary School

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Abstract

This study aims to improve students' learning outcomes in Science and English subjects at the elementary school level by using Standing Board as a learning media. Many students in elementary school are not actively involved in the learning process the lack of varied and engaging teaching media. To address this issue, the Standing Board, a physical learning tool assisted by QR codes containing materials videos and quizzes, was used as an alternative to make learning more interesting and meaningful. The research was conducted in two cycles using the Classroom Action Research (CAR) method in an elementary school in Sukabumi, involving students from Grade V and VI. The instruments used in the study included learning outcome tests and observation sheets to monitor student and teacher activities. The results showed significant improvement in students' understanding of science concepts, especially in classifying animals based on their habitats and reproduction methods. In English lesson, students showed progress in vocabulary mastery, particularly in pronunciation, spelling, and meaning. Students also became more active and participated more during the learning process. In conclusion, the use of Standing Board learning media helped improve learning outcomes in both Science and English lesson and created a more interactive, enjoyable, and student-centered learning environment.

Keywords: standing board, learning media, science, English vocabulary