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The Effect of The Example Non-Example Learning Model on The Learning Outcomes Of Grade IV Students In Science Learning

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Abstract

This study aims to determine: The Effect of Example Non Example Learning Model on the Learning Outcomes of Class IV Students in Science Learning at UPTD SD Negeri 091273 Pematangsiantar Academic Year 2025/2026. The type of research used in this study is quantitative research, which states that quantitative research is research in the form of numbers and its analysis uses statistics. The research design used is an experiment using the "one group pretest posttest design" design. The sample in this study were 25 class IV students of UPTD SD Negeri 091273. The instrument used in this study was in the form of multiple choice questions. The results of the research hypothesis testing are that there is a significant influence on this study from the data that has been tested, the data can be seen from the data analysis obtained the average results of the experimental class in the pre-test (50.48) and post-test (88.36). Based on the analysis of the pretest and posttest data, it shows that the sig value (2-tailed) is 0.00 <0.05, which is rejected and accepted. So it can be concluded that there is a significant influence on improving the learning outcomes of students who use the example non-example learning model on the learning outcomes of class IV students in science learning at UPTD SD Negeri 091273 Karang bangun Academic Year 2025/2026.

Keywords: Example Non Example Learning Model, Learning Outcomes

INTRODUCTION

Education is an effort to develop oneself. Furthermore, according to Henderson (Saiful, 2022), education in the broadest sense is a process of growth and development resulting from an individual's interaction with their social and physical environment, occurring throughout life from birth (Sari, Wardani, & Prasetyo, 2020).

Education in the narrow sense is teaching provided by schools as formal educational institutions (Sembiring, Tanjung, & Panjaitan, 2021). Education in the broader, limited sense is a conscious effort carried out by families, communities, and the government through guidance, teaching, and development activities. or training, which takes place in school and outside of school to prepare students to be able to play appropriate roles in various personal environments (Hasanah, 2022).

In Law Number 20 of 2003 concerning the National Education System, specifically Article 1 paragraph (1) and (2), it is emphasized that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop

their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals and the skills needed by themselves, society, nation and state (Rosulawati, Sudirman, & Sarengat, 2022) .

One of the most important parts of education is the curriculum, the curriculum is seen as a plan drawn up to facilitate the teaching and learning process under the guidance and responsibility of the school or educational institution and its teaching staff (Meta Natasia Br Ginting & Boby Helmi, 2020) . The current curriculum is the Independent Curriculum which covers various fields of study such as language, mathematics, and natural and social sciences (Suryani, Rustono, & Nugraha, 2021).

In this increasingly sophisticated era, the world is facing increasing challenges in our lives, particularly in the field of education. Education is crucial for facing local, national, and global challenges. Without quality education, science, technology, and skills, the nation's next generation will not be able to compete with more advanced global societies (Marsela et al., 2021) . Furthermore, teachers and students are also required to utilize technology in the learning process to make learning more engaging, varied, innovative, and enjoyable, thus facilitating the achievement of learning objectives (S. Harahap, 2020) .

Teaching and learning is a conscious and purposeful process. Objectives serve as guidelines for the direction in which the teaching and learning process will proceed (Situmorang, Sitepu, & Silaban, 2021) . A successful teaching and learning process occurs when its outcomes lead to changes in students' knowledge, understanding, skills, and values (Oktapioni, 2021).

Learning outcomes play an important role in the learning process, because with these results teachers can know how the development of experience or knowledge that students have obtained in an effort to achieve their learning goals through the process of teaching and learning activities. Everyone in doing something including teaching and learning activities always wants good learning outcomes (Pröbstl-Haider & Haider, 2023) . In this case, the outcome is defined as an ability or level of mastery achieved by someone from learning activities (Putri & Ramadhan, 2022) . Learning outcomes are abilities acquired by students after receiving learning experiences from teachers or educators. Some of the experiences received by students include the affective, cognitive, and psychomotor domains Khoirul Muslimin (Masdar, 2022).

Based on interviews conducted with the fourth grade homeroom teacher, Mrs. Purnama Purba, S.Pd. at the UPTD of SD Negeri 091273 Karang Bangun, researchers found several students who were less interested in participating in the learning process, especially in science learning, and also the learning model was less varied during the teaching and learning process. In addition, researchers also saw the low scores obtained by fourth grade students because they had not reached the KKTP (Criteria for Achieving Learning Objectives). The KKTP score set for science subjects was 70, out of 25 students, only 7 people exceeded the KKTP, and 18 others did not exceed the KKTP.

Table 1. Science Scores of Grade IV Students of UPTD SD Negeri 09 1273 Karang Bangun

Eye	Family Card	Amount	Number of	Number of

Lesson	(KKTP)	Student	Students Who Reach KKTP	Students Who Do Not Reach KKTP
Science	70	25	7	18

Based on the table above, it is known that the learning outcomes of fourth grade students at UPTD SDN 097805 still do not meet the KKTP, especially in the Science lesson in Chapter 1 Topic 1 "Plant Body Parts". In order to create quality learning outcomes in teaching and learning activities in each learning material, efforts are needed that can foster student intentions and activeness in learning activities at school.

Learning is said to be effective if it meets the main requirements for teaching effectiveness, namely:

1. A high percentage of students' study time is devoted to teaching and learning activities;
2. The alignment between the content of the teaching material and the students' abilities (learning success orientation) is prioritized; and
3. Developing a friendly and positive learning atmosphere and also a supportive class structure (Soemosasmito, 1988:119).

An effective teacher is a teacher who finds ways and always tries to ensure that his students are properly involved in a subject with a high percentage of academic learning time and the journey takes place without using coercive, negative or punitive techniques (Soemosasmito, 1988: 119).

In addition, effective teachers are people who can establish sympathetic relationships with students, create a nurturing, caring classroom environment, have a love of learning, fully master their field of study and can motivate students to work not only to achieve an achievement but also to become loving members of society (Lubis, 2020).

To facilitate teachers in delivering science lessons and provide a pleasant feeling to students in the teaching and learning process, a learning model is needed that can support positive interactions between teachers and students in creating an effective and efficient learning process. A learning model is a plan or a pattern used as a guideline in planning learning in class or learning including books, films, computers, curriculum, and others (Zainal, 2020).

Nieveen (WAHYUNI, 2020) argues that a learning model is said to be good if it meets the following criteria: First, sahib (valid). The validity aspect is related to two things, namely: (1) whether the model developed is based on strong theoretical rationale; and (2) whether there is internal consistency. Second, practical. The practicality aspect can only be met if: (1) experts and practitioners state that what is developed can be applied; and (2) reality shows that what is developed can be applied. Third, effective.

In relation to this aspect of effectiveness, Nieveen provides the following parameters: (1) experts and practitioners, based on their experience, state that the model is effective; and (2) operationally the model provides results as expected.

Based on the explanation above, researchers have developed *an alternative* research method using an effective and innovative learning model that can improve student learning outcomes in science (L. Novitasari & Harjono, 2021) . The learning model being studied is

the *Example-Non-Example Model. Using the Example-Non- Example* learning model in the teaching and learning process can increase student engagement and motivate them to be enthusiastic and active in teaching and learning activities.

example-non-example learning model is an approach to cooperative learning designed to influence student interaction patterns and improve academic achievement. This type of learning is intended as *an alternative* to traditional classroom learning models and requires students to help each other in small groups and is more detailed by cooperative rewards than individual ones (Lidya Natalia Sibarani, Jumaria Sirait, & Martua Reynhat Sitanggang Gusar, 2022). The *example-non-example* learning model is one example of a learning model that uses media. Media in learning are resources used in the teaching and learning process.

Based on the explanation above, it can be concluded that efforts to improve student learning outcomes in science learning include using learning models that can increase student interest and activeness in learning. One learning model that can be used in teaching and learning activities is the *example-non-example learning model* , which can influence student learning outcomes and stimulate student activeness in science learning.

This is supported by research (FAJRI, 2019) , which concluded that the application of the *example-non-example learning model* had an impact on student learning outcomes. Furthermore, research also concluded that the *example-non-example learning model* was proven effective in improving student learning outcomes. Finally, research (Sa'adah Harahap, 2020) concluded that the use of the *example-non-example learning model* improved students' science learning outcomes.

Based on the theoretical explanation above, the researcher is interested in conducting research on "The Effect of the *Example Non Example Learning Model* on the Learning Outcomes of Grade IV Students in Science Learning at UPTD SD Negeri 091273 Karang Bangun".

METHOD

The type of research used in this study is quantitative research with an experimental method. According to Sugiyono (Riinawati, 2022) , the experimental research method is a research method conducted through experiments, which is a quantitative method used to determine the effect of the independent variable (treatment) on the dependent variable (outcome) under controlled conditions.

The method used in this research is an experimental method with a One Group Pretest-Posttest Design. A One Group Pretest-Posttest Design is a research design that can connect the study of independent variables and dependent variables. In this design, researchers using the One Group Pretest-Posttest Design only use one class without a comparison class.

The reason the researcher chose the One Group Pretest-Posttest Design was because the One Group Pretest-Posttest Design was considered appropriate for the research objective, namely to show that there were differences in student learning outcomes that could be seen from the pretest and posttest results.

In this research design, the researcher used a design known as One Group Pretest-Posttest Design. Research using the One Group Pretest-Posttest Design involves one class, and the class is an experimental class, which is first given a pretest and then given an action. Therefore, the researcher used the One Group Pretest-Posttest Design because the results of

the action obtained are more accurate compared to the conditions before the action was carried out. This research was conducted in class IV of SD Negeri 091273 Karang Bangun., Siantar District, Pematang Simalungun. The time of this research was carried out in July, precisely in the odd semester of the 2025/2026 academic year. (Hesti Resmi, 2019) .

A population is a group of individuals with similar characteristics, which serves as the basis for collecting research data. This definition emphasizes the importance of considering three main components of research: the subject, the object, and the research location. A research subject is an individual, object, or organism that serves as a source of information for data collection. A research object refers to the characteristics or circumstances that are the focus of attention and the target of the research. The research location plays a crucial role in the success of the research because it relates to easy access to the population being studied (D. Novitasari, Indrawati, & Risfianty, 2018).

The population in this study were 25 fourth grade students of SD Negeri 091273 Karang Bangun. A sample is a subset of a population selected using specific techniques to ensure its representativeness. (Suyani, Astawan, & Renda, 2020) . Sample selection in quantitative research is so that the data obtained can be relied upon to describe conditions or phenomena that apply in the general population.

The sampling technique used by the researcher was probability sampling, where every member of the population has an equal opportunity to be selected. Therefore, the sample in this study was all 25 fourth-grade students of SD Negeri 091273 Karang Bangun. Data collection techniques are the methods used by researchers to gather research data from data sources (subjects and research samples). Data collection techniques are mandatory because they will later be used as the basis for developing research instruments. (Dachi et al., 2023).

RESULTS AND DISCUSSION

This research is a quantitative study using *a one-group pretest-posttest design.* It was conducted in grade IV of the UPTD SD Negeri 091273 Karang Bangun with 25 students. The initial step taken by the researcher was to conduct an instrument test at SD Negeri 122345 Pematang Siantar. The instrument test was conducted for 70 minutes with 25 questions (Yusuf, 2021) . After completing the instrument test, the researcher then looked for valid and invalid data using *software. SPPS* 26. After obtaining valid data, the researcher continued the research at the UPTD SD Negeri 091273 Karang Bangun (Herutomo & Masrianingsih, 2019).

The study began by giving students a *pretest to determine their initial abilities before receiving the treatment. After receiving the pretest results* , the researchers administered the learning treatment using the *Example Non-Example Learning Model* on the Science subject of Plant Parts (Purnasari & Sadewo, 2021) . After administering the treatment, the researchers administered a *posttest* to assess students' abilities after the treatment (Balkist, 2020) . The next step was to analyze the data obtained from *the pretest* and *posttest results.* (Hardianti, Fatkuroji, & Hasanah, 2020) . Data analysis was used to see whether or not there was "The Effect of the *Example Non Example Learning Model* on Science Learning Outcomes of Grade IV Students of UPTD SD Negeri 091273 Karang Bangun".

Instrument Trial Results

This study used a multiple-choice test instrument consisting of 25 questions administered to 25 students at the UPTD of Pematangsiantar 122345 Public Elementary School. The trial was conducted to determine whether the research instrument could measure student learning outcomes and to ensure consistent and reliable results.

The instrument tests used are validity tests, reliability tests, difficulty level tests, and question discrimination tests (Khafid, 2020) .

Validity Test Results

Validity is a measure that indicates the level of validity of an instrument. In testing the validity of the questions that have been worked on by respondents, the researcher used the SPSS 26 application. After the researcher corrected the questions that had been worked on by the students, after that, the researcher input the data in SPSS 26. The questions are said to be valid if the calculated r value> r table with a significance level of 5% or 0.05, and vice versa if the calculated r < r table then the questions are said to be invalid. In determining the calculated r can be seen from the r product moment table with N = 25, then obtained = 0.396. It can be seen that there are 25 valid questions that have valid values, while 5 are invalid. Valid questions are used for the pretest and posttest (Siskayanti & Chastanti, 2022) .

Data analysis

Normality Test

The normality test aims to determine whether data from independent and dependent variables are distributed abnormally. This research used the Kolmogorov-Smirnov normality test.

1. If the significance value is > 0.05 then the data obtained is normally distributed,
2. On the other hand, if the significance value is <0.05, then the data obtained is not normally distributed.

Table 2. Normality Test

	Shapiro-Wik Statistics	Df	Sig
Pretest	**.959**	**25**	**.301**
Posttest	**.909**	**25**	**.29**

Based on the table above, the output of the one-sample Kolmogorov-Smirnov normality test shows that the sample consisted of 25 students. The Shapiro-Wilk Sig. in *the pre-test* was 0.301 and the Shapiro-Wilk Sig. *in the post-test* was 0.29. Therefore, it can be concluded that the Shapiro-Wilk Sig. in *the pre-test* and *post-test* are considered normal because the significance value is >0.05.

N-gain test

After conducting the pretest and posttest, the researcher inputted data on the learning outcomes into the SPSS 26 application to obtain the N-gain value. The results obtained will later be a benchmark for the effectiveness of the use of the *Example Non Example learning model* on student learning outcomes in the fourth grade science subject at

the UPTD SD Negeri 091273 Karang Bangun (Pardede, DL, Pardede, L., Siahaan, M., Alexander, IJ, & Sirait, 2024).

The level of effectiveness of the treatment that has been implemented on students can be seen from the following N-gain grouping criteria (Budiartini, Pudjawan, & Parmiti, 2019)

1. If the N-gain value is > 0.7 then the level of effectiveness of the treatment is high.
2. If the N-gain value > 0.3 or < 0.7 then the level of effectiveness of the treatment is moderate.
3. If the N-gain value is <0.3 then the level of effectiveness of the treatment is low.

The following are the results of the N-gain test that researchers have conducted in the SPSS 26 application:

Table 3. N-gain test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Standard Deviation
Ngain_Score	25	.50	1.00	.7676	.11690
Ngain_Persen	25	50.00	100.00	76.7622	11.69018
Valid N (Listwise)	25				

(Source: SPSS26 Data)

Based on the table above, the results of the N-Gain test obtained are 0.7676. So the level of effectiveness of the use of the Example Non Example learning model on the learning outcomes of fourth grade students in science subjects at UPTS SD Negeri 091273 Karang Bangun is at a high level, this test is obtained through a comparison of students' pretest scores with students' posttest scores which can be obtained by students when learning is carried out (AS Harahap, 2018) .

CONCLUSION

Based on the discussion, the researcher can describe the conclusions drawn up based on all research activities regarding the influence of the use of the *example non-example learning model* on the learning outcomes of fourth grade students in science subjects at the UPTD SD Negeri 091273 Karang Bangun. The average *pretest score obtained* was 50.48 with a category that could not reach the KKTP (70).

Based on the results of the test and data analysis that have been carried out, the results of the research hypothesis testing show a significant influence on this study from the data that has been tested, it can be seen that sig (2 *tailed*) <0.05, so Ha is accepted and Ho is rejected, meaning that there is a significant difference between student learning outcomes before using the *example non-example learning model* and after being given action with the *example non-example learning model* , with students' *posttest scores* having an average score of 88.36.

So it can be concluded that there is an influence of the use of the *example non-example learning model* on student learning outcomes in grade IV in science subjects at the UPTD SD Negeri 091273 Karang Bangun in the 2025/2026 Academic Year. From these results, it was found that there is a positive and significant influence between the *example non-example learning model* (X) on student learning outcomes (Y) in science learning. Student learning outcomes in science subjects can be increased through the use of the *example non-example learning model* that has been implemented.

Suggestion

Based on the results of the research that has been carried out by the researcher, the following suggestions can be put forward that can be constructive in using the *example non-example learning model* as follows:

1. For teachers, using the *example non-example learning model* during the learning process, because with the *example non-example learning model* , students become more active in learning and improve students' thinking processes in learning.
2. For schools, they should provide encouragement and introduce various learning models so that they can be used to improve the quality of learning by using the *example non-example learning model* .
3. For future researchers, they should conduct research on things that have not been achieved optimally by improving student learning outcomes in science lessons by using the *example non-example learning model* during the learning process

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