



Effectiveness of Using Mnemonic Methods to Improve Student Learning Outcomes in Social Sciences Subjects

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ABSTRACT

Based on data obtained from the results of the Mid-Semester Summative Assessment (ASTS) and Final Semester Summative Assessment (ASAS) in the Social Sciences subject class VII A Odd Semester 2023/2024 Academic Year at SMP Negeri 163 Jakarta, it shows that the average test score is still low or does not meet the Minimum Completeness Criteria (KKM), namely 77. This research was conducted in class VII-A of SMP Negeri 163 Jakarta for two months from March to April 2024. The aim of the research was to improve the learning outcomes and activity of class VII A students at SMP Negeri 163 Jakarta. The research method used is classroom action research, with data collection techniques through written tests, observation and documentation. The results of this research show that: 1) Using the Mnemonic Method in Social Sciences subjects can improve student learning outcomes. It is known that in cycle 1, the percentage of student learning outcomes was 31% with an average learning outcome of 71.25. In cycle 2 it increased to 53% with an average learning outcome of 76.94 and in cycle 3 there was an increase to 78% with an average learning outcome of 83.33. 2) The use of the Mnemonic Method also increases student activity in the aspects of asking, answering and assignments.

Keywords: Mnemonic Methods, Learning Outcomes, Student Activity, Social Sciences

1. Introduction

Social Sciences (IPS) is a subject that is integrated with social sciences and humanities which discusses many social problems and phenomena in society (Syaumi et al, 2022). One of the social studies subjects is applied at the junior high school (SMP) level. The characteristic of social studies as a subject at the secondary level is the integrated nature of a number of social group subjects (Harahap et al, 2023).

Providing social studies subjects at the secondary level is intended for students to learn, study, examine the symptoms and social problems that occur in society. So that students not only have knowledge, but also have attitudes and social skills that are useful for themselves in life in society (Wava et al, 2023) (Buwono & Dewantara, 2020) (Khatimah, 2022).

Students' knowledge, attitudes and skills can be seen from the learning outcomes carried out after receiving social studies learning experiences (Permatasari et al, 2022) (Edo, 2022). The success of a student's learning outcomes is usually determined by the grades listed in the report card/diploma. Either presented in the form of qualitative or quantitative data (Natasya et al, 2024). Learning activities can be said to be successful if there are changes in improving student learning outcomes. Of course, achieving satisfactory learning outcomes is influenced by student and teacher factors (Wahyuningsih, 2022). In every lesson, teachers have the obligation to teach by creating a pleasant learning atmosphere, so that students can be encouraged to develop all their interests, talents and other

potentials (Hafsah, 2021) (Irianti, 2022). The goal is for students to succeed in achieving good and satisfying learning outcomes (Pasaribu, & Jhonson, 2022).

If you show good and satisfying learning results, it will not be separated from learning success. According to Syaiful Bahri in (Supardi, 2013) to find out indicators of a person's learning success can be seen from the student's absorption capacity and the behavior seen in the student (Ramadani, 2023). Learning outcomes relate to student achievement who have met predetermined grades or criteria (Darmina et al, 2022). Usually, to determine this achievement, a teacher will conduct a formative test on students to determine their knowledge, absorption capacity and understanding of the material that has been taught in social studies learning (Swadharma, 2022).

The effectiveness of using mnemonic methods in improving student learning outcomes in social science (PS) subjects often faces several challenges (Intang et al 2022). One of the main problems is that mnemonics, which are memory techniques with the help of word or image associations, are not always suitable for all students. Every student has a different learning style, and some may be more responsive to other learning methods such as direct learning or group discussions. In addition, mnemonic methods are often considered too simple for complex material, so students may have difficulty applying these techniques to remember concepts that are more abstract or require deep understanding.

Another problem is the limited time and resources in implementing mnemonic methods effectively. Teachers need to spend additional time designing and teaching mnemonics that are relevant to social studies subject matter, and this can be a challenge in an already busy curriculum. Additionally, students need time to practice and get used to these techniques, which may be difficult to achieve in a tight study schedule. A lack of training and resources for teachers may also limit the effectiveness of this method, as not all teachers may have the skills or knowledge necessary to properly integrate mnemonics in their teaching.

Researchers have conducted pre-research and found problems with social studies learning outcomes at SMP Negeri 163 Jakarta. Based on data obtained by researchers at SMP Negeri 163 Jakarta, class VII-A has an average learning outcome that is still low or does not meet the Minimum Completeness Criteria (KKM), namely 77. This is proven by the results of the Odd Semester Mid-Semester Summative Assessment (ASTS)) has an average score of 67.3, while 7 students completed or met the KKM. Meanwhile, the Odd Semester Final Summative Assessment (ASAS) assessment had an average score of 53.1 with only 4 students completing or meeting the KKM.

Based on data from the pre-research, it was found that the implementation of social studies learning in class VII-A of SMP Negeri 163 Jakarta was not optimal. There are learning difficulties experienced by students when learning social studies. Students feel that the material in social studies lessons is complex and requires a lot of memorization, making them tend to be lazy. Students tend to only rely on the notes given by their teachers so they tend to be passive. Apart from that, the teacher's lack of variety in teaching methods and styles in delivering material also causes students to feel bored.

This is a problem in social studies subjects that must be resolved to improve students' social studies learning outcomes. There needs to be a solution to overcome this problem by paying attention to the use of new learning methods in order to improve student learning outcomes. One learning method that can be used

is the Mnemonic Method. The Mnemonic Method emphasizes students' memory abilities.

Mnemonics are a way of memorizing something with "help". This assistance can be in the form of abbreviations, presuppositions with objects or "linking" (remembering something based on its relationship with another thing). This method can help students remember various complex and lengthy information. Usually the mnemonic method uses tools such as pictures, acronyms, song rhythms and other things. The use of the mnemonic method is one solution that can be applied, especially in social studies lessons. Considering that IPS has complex material coverage, it requires help to understand the material contained in it. By using the mnemonic method in learning, it is hoped that there will be an increase in the learning outcomes of class VII A students in social studies subjects.

2. Methods

This research uses the classroom action research method (Classroom Action Research). (Daryanto, 2014) believes that classroom action research is research carried out by teachers in their own classes through self-reflection with the aim of improving the quality of the learning process in the classroom, so that student learning outcomes can be improved. Classroom action research in this study uses Kurt Lewin's model which states that one cycle consists of four main steps, namely: planning stage, implementation (action) stage, observation (observation) stage, and reflection stage.

The research was carried out in the even semester of the 2024/2025 academic year, namely from February 2024 to April 2024. The population in this research was 216 students in class VII of SMP Negeri 163 Jakarta, with a total of 35-36 students per class. Class VII-A is the class used as a research site with a total of 36 students consisting of 16 male students and 20 female students. The target for the success of the action is to achieve an Outcome Achievement Index (IPH) > 70% of students who achieve a KKM score > 77.

The data obtained is in the form of learning outcome scores which include students' understanding and learning effectiveness, as well as students' activeness in learning using the Mnemonic Method. The data sources needed in the research are observation sheets and learning results tests, while there are two data collection techniques used, namely in the form of tests from pre-test and post-test results and non-tests from documentation results. Data collected through tests uses the following formula:

The formula for calculating the average value of student learning outcomes is as follows:

$$X = \frac{\sum x}{N}$$

Information:

X: Average value

$\sum x$: The sum of all values

N: The total number of students

The formula for calculating the percentage of learning completeness is as follows:

$$KB = \frac{Ns}{N} \times 100$$

Information:

KB: Completeness of learning

Ns: Number of students who got a score > 77

N: Total of all students

3. Findings and Discussions

3.1 Findings

Cycle 1

Learning material in cycle 1 regarding "Economic Activities". At the first meeting, they discussed "Economic Activities" which were presented using the Music Mnemonics Method. The second meeting discussed "Economic Actors" which was presented using the Acronym Mnemonics Method through the Mind Mapping display. Meanwhile, at the third meeting, we reviewed the learning materials that had been studied at the previous meeting, then a Post Test was carried out consisting of 20 multiple choice questions.

In cycle 1, the number of students who completed or had reached the KKM 77 was 11 students or 31%, while 25 students or 69% had not yet reached the KKM. The average value of cycle 1 learning outcomes is still relatively low, namely 71.25. The highest score is 95 while the lowest score is 35. Meanwhile the percentage of learning outcomes is 31%. This means that the actions carried out in cycle 1 have not achieved the Outcome Achievement Index (IPH) > 70% of students getting a score > KKM 77.

During the implementation of actions in cycle 1, there were several advantages and disadvantages. The drawback is that the use of the Music Mnemonics and Acronym Mnemonics methods is something new in learning activities in class VII A, so some students still look confused. Apart from that, some students seemed unfocused on the material being presented by the teacher, so that student learning outcomes were not able to reach minimum completeness. Apart from that, the limitations of the material presented in the song lyrics cannot cover all material on economic activities, so the teacher must explain again the material that is not written in the song lyrics. Students' activeness in asking or answering teacher questions still tends to be passive. Meanwhile, the advantages in implementing actions in cycle 1 are that there is a high sense of enthusiasm when the students sing together to sing the song "Economic Activities" (Music Mnemonics) and are creative in making mind mapping as a form of assignment for "Economic Actors" material using the Acronym Mnemonics Method.

Cycle 2

The learning material in cycle 2 is about "The Role of Society in the Economic Chain". At the first meeting, we discussed "Demand and Supply". Meanwhile, the second meeting discussed "Markets and Prices". Meanwhile, the third meeting was to review the learning materials that had been studied at the previous meeting, then a Post Test was carried out consisting of 20 multiple choice questions. In cycle

2, the learning media used is power point, using the Chunking Technique Mnemonic Method, namely, dividing/cutting one sub-material "The Role of Society in the Economic Chain" into 2 sub-material parts, namely "Request for Quotations & Market Prices".

In cycle 2, the number of students who completed or had reached the KKM 77 was 19 students or 53%, while 17 students or 47% had not yet reached the KKM. The average value of cycle 2 learning outcomes has increased, namely 76.94. The highest score is 95 while the lowest score is 40. Meanwhile the percentage of learning outcomes is 53%. This means that the actions carried out in cycle 2 have not achieved the Outcome Achievement Index (IPH) > 70% of students getting a score > KKM 77.

In its implementation, cycle 2 has several advantages and disadvantages. The shortcomings of learning in cycle 2 were that the teacher felt less firm in managing class conditions, so there were some students who were still chatting with their friends. Meanwhile, the advantage of cycle 2 is that the method of delivering material by dividing 1 sub-material into 2 sub-material pieces makes learning more effective and can make the process of memorizing/understanding complex material easier and easier for students. So there was an increase in learning outcomes in cycle 2. Apart from that, during the question and answer session, several students began to be active and participatory in asking/answering questions related to the social studies material being studied, and to make assignments more understandable and done well.

Cycle 3

The learning material in cycle 3 is about "Status, Social Roles, Differentiation and Social Stratification". At the first meeting, "Social Status and Roles" was discussed. Meanwhile, the second meeting discussed "Social Differentiation and Stratification". Meanwhile, the third meeting was to review the learning materials that had been studied at the previous meeting, then a Post Test was carried out consisting of 20 multiple choice questions. In cycle 3, the learning media used is power point, using the Alliteration Mnemonics and Visual Mnemonics Methods. This method is used by presenting one of the materials using words or letters with the same initial sound. It is also accompanied by a visual display in the form of interesting images to be linked to the learning material, making it easier for students to understand.

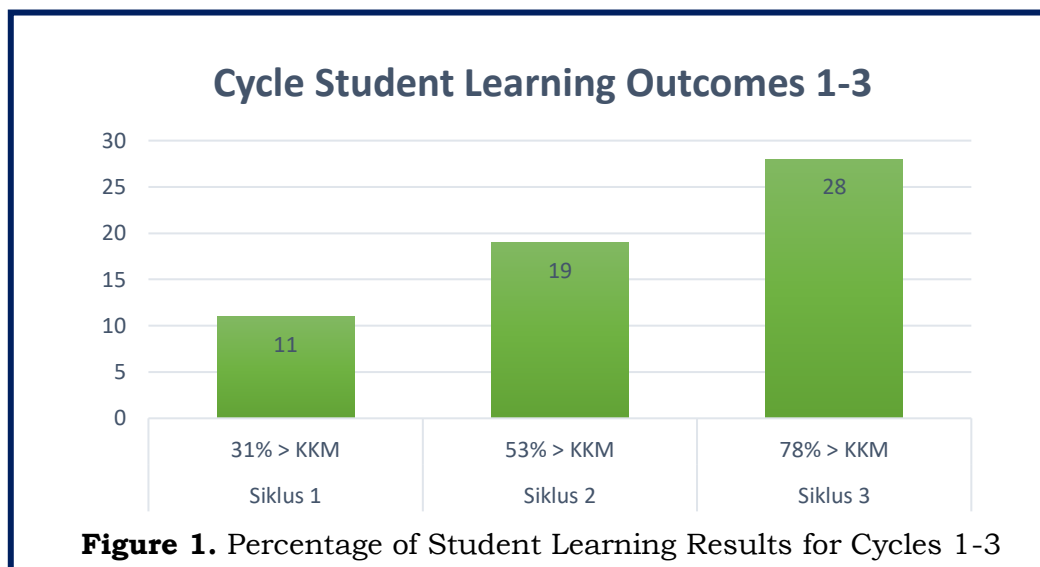
In cycle 3, the number of students who completed or had reached the KKM 77 was 28 students or 78%, while 8 other students or 22% had not yet reached the KKM. The average value of learning outcomes for cycle 3 has increased, namely 83.33. The highest score is 100 while the lowest score is 50. Meanwhile the percentage of learning outcomes increased to 78%. This means that the actions carried out in cycle 3 have succeeded in achieving an Outcome Achievement Index (IPH) > 70% of students getting a score > KKM 77.

During the implementation of cycle 3, the deficiencies found began to decrease. This is because the researcher tried to correct the shortcomings found in cycle 1 and cycle 2. However, in the second meeting there were 8 students who did not go to school as a result of which the eight students did not take part in the discussion of differentiation and social stratification material. At the next meeting there were 5 students who did not enter, and 3 of them had not taken the Post Test, so they had to take a follow-up Post Test. The advantage of cycle 3 is that there is an increase in learning outcomes which have achieved the specified targets. Apart from that, the students were more focused on listening to the material

presented so that, when the question and answer session opened, the students were very active and participative in asking/answering, some students even dared to express their opinions in front of the class.

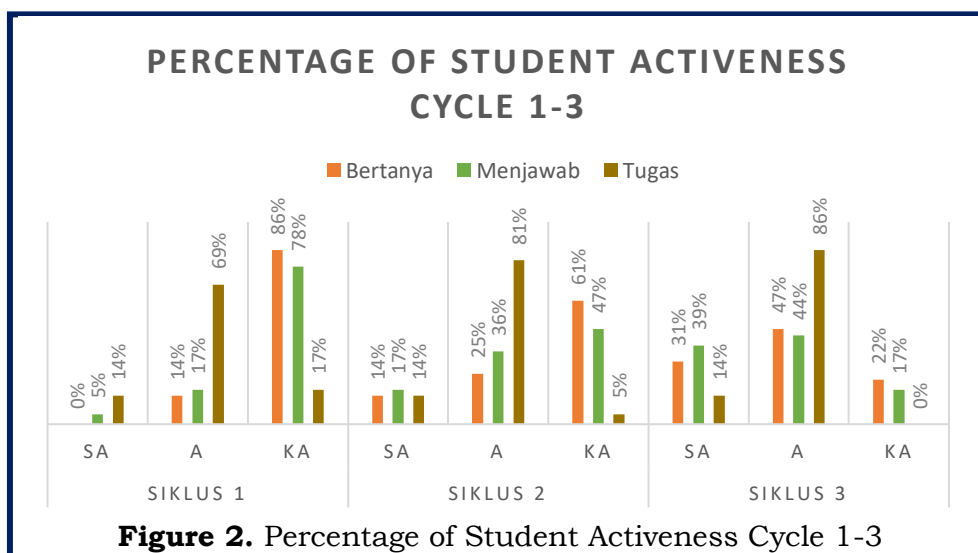
3.2 Discussions

Based on the results of data analysis of learning outcomes from cycle 1, cycle 2, and cycle 3, to make it easier to identify improvements in student learning outcomes, it can be seen in the following histogram form:



Source: Results of researcher data processing, 2024

Based on Figure 1 above, there is an increase in each cycle of learning outcomes, namely in cycle 1 by 31%, cycle 2 by 53%, and cycle 3 by 78%. A significant increase in the average value exceeding the KKM was in cycle 3 using the Alliteration Mnemonics and Visual Mnemonics methods. This proves that the use of the Mnemonic Method is effective in improving the learning outcomes of class VII A students at SMP Negeri 163 Jakarta in social studies learning. To see the increase in the percentage of student activity in cycles 1 to cycle 3, it can be depicted in the following histogram:



Source: Results of researcher data processing, 2024

Based on the data presented in the histogram, it can be said that the use of the Mnemonic Method is effective in increasing the activity of class VII A students at SMP Negeri 163 Jakarta in learning social studies. For the questioning aspect, in cycle 1, the percentage of active students was 14%. In cycle 2, the percentage of very active students was 14%, and active students were 25%. Meanwhile in cycle 3, the percentage of very active students was 31%, and active students was 47%. For the answering aspect, in cycle 1, the percentage of very active students was 5%, and active students was 17%. In cycle 2, the percentage of very active students was 17%, and active students were 36%. For cycle 3, the percentage of very active students was 39% and active students was 44%. Meanwhile, in the assignment aspect, for cycle 1 the percentage of very active students was 14%, and active students was 69%. In cycle 2, the percentage of very active students was 14%, and active students was 81%. For cycle 3, the percentage of very active students was 14%, and active students were 86%.

Based on the data analysis above regarding learning outcomes and student activity, it can be seen that the use of the Mnemonic Method is effective in improving the learning outcomes and activity of class VII-A students at SMP Negeri 163 Jakarta in stages from cycle 1, cycle 2, to cycle 3

4. Conclusion

The use of the Mnemonic Method is effective in improving student learning outcomes in social studies subjects. In cycle 1, the percentage of student learning outcomes was 31% with an average learning outcome of 71.25. In cycle 2 it increased to 53% with an average learning outcome of 76.94 and in cycle 3 there was an increase to 78% with an average learning outcome of 83.33. The value in cycle 3 has reached the target of the percentage of completeness of learning outcomes > 70% and the average learning outcome > Minimum Completeness Criteria (KKM) 77. Apart from that, the use of the Mnemonic Method is also effective in increasing student activity in every aspect, including aspects of asking questions, answering aspect, and task aspect.

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