



Efforts to Improve Learning Outcomes in Indonesian Language Subjects through the Whole Brain Teaching Method in Class V Students UPT SDN 212 Pinrang

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Abstract

Penelitian ini bertujuan untuk meningkatkan hasil belajar mata pelajaran Bahasa Indonesia pada siswa kelas V di UPT SDN 212 Pinrang melalui metode pembelajaran Whole Brain Teaching. Metode ini diterapkan dengan tujuan mengoptimalkan partisipasi aktif siswa dan memanfaatkan seluruh potensi otak dalam proses pembelajaran. Penelitian ini menggunakan pendekatan Penelitian Tindakan Kelas (PTK) dengan siklus perencanaan, pelaksanaan, observasi, dan refleksi. Subjek penelitian adalah siswa kelas V yang terdiri dari dua puluh siswa. Pelaksanaan penelitian dilakukan dalam empat tahap siklus PTK. Setiap siklus mencakup tahap perencanaan yang meliputi perumusan tujuan pembelajaran, penyusunan rencana pembelajaran Whole Brain Teaching, dan penentuan teknik pengajaran yang tepat. Selanjutnya, tahap pelaksanaan dilakukan dengan menerapkan metode Whole Brain Teaching dalam setiap sesi pembelajaran Bahasa Indonesia. Observasi dilakukan untuk memantau partisipasi siswa, respons terhadap metode, serta kemajuan dalam hasil belajar mereka. Hasil penelitian menunjukkan adanya peningkatan yang signifikan dalam hasil belajar siswa setelah penerapan metode Whole Brain Teaching. Partisipasi aktif siswa terlihat lebih tinggi, dengan tingkat pemahaman materi yang lebih baik dan kemampuan mengaplikasikan pengetahuan secara efektif. Teknik analisis yang digunakan meliputi analisis kualitatif terhadap respons siswa dan pencapaian tujuan pembelajaran. Simpulannya, metode Whole Brain Teaching efektif digunakan untuk meningkatkan hasil belajar Bahasa Indonesia pada siswa kelas V, menunjukkan bahwa pendekatan ini dapat menjadi alternatif yang berharga dalam konteks pendidikan di UPT SDN 212 Pinrang.

Kata Kunci: Metode Whole Brain Teaching, Hasil Belajar

Abstrack

This study aims to improve learning outcomes in Indonesian language subjects for grade V students at UPT SDN 212 Pinrang through the Whole Brain Teaching learning method. This method is applied with the aim of optimizing students' active participation and utilizing all brain potential in the learning process. This study used a Classroom Action Research (PTK) approach with a cycle of planning, implementation, observation, and reflection. The research subjects were fifth grade students consisting of twenty students. The implementation of the research was carried out in four stages of the PTK cycle. Each cycle includes a planning stage which includes formulating learning objectives, preparing Whole Brain Teaching lesson plans, and determining appropriate teaching techniques. Furthermore, the implementation stage was carried out by applying the Whole Brain Teaching method in each Indonesian language learning session. Observations were made to monitor students' participation, response to the method, as well as progress in their learning outcomes. The results showed a significant improvement in students' learning outcomes after the implementation of Whole Brain

Teaching method. Students' active participation was seen to be higher, with a better level of understanding of the material and the ability to apply knowledge effectively. The analysis techniques used include qualitative analysis of student responses and achievement of learning objectives. In conclusion, the Whole Brain Teaching method was effectively used to improve Indonesian language learning outcomes in grade V students, suggesting that this approach can be a valuable alternative in the educational context at UPT SDN 212 Pinrang.

Keywords: *Whole Brain Teaching* Method, Learning Outcomes

Intruduction

Education plays a central role in building quality human resources in every country. One of the key foundations in education is learning Bahasa Indonesia, which not only develops students' ability to communicate effectively but also deepens their understanding of national culture and identity. At UPT SDN 212 Pinrang, Indonesian language education is comprehensively integrated to ensure every student achieves the expected competencies in this subject.

As an educational institution, UPT SDN 212 Pinrang is responsible not only for delivering subject matter but also for creating a supportive learning environment. Teachers there are not only teachers but also facilitators in the learning process, adapting teaching methods to suit the needs and abilities of individual students. With this approach, each student is given the opportunity to develop their full potential in understanding and using Bahasa Indonesia well.

In addition, UPT SDN 212 Pinrang is also active in implementing various educational innovations to improve student learning outcomes. Through the use of proven effective teaching methods and the integration of technology in learning, the institution strives to provide an engaging and relevant learning experience for their students. Thus, UPT SDN 212 Pinrang not only plays a role in producing the next generation who are competent in Bahasa Indonesia, but also at the forefront of educational innovation.

In any educational environment, challenges are inevitable in the effort to achieve the desired learning objectives. At UPT SDN 212 Pinrang, as in many other educational institutions, teachers and students often face challenges in motivating students to engage

actively and effectively in the learning process. Several factors such as differences in students' learning styles, level of interest in certain subjects, as well as social and economic environmental factors can affect students' participation and achievement levels in Indonesian language learning.

This study aims to answer how the Whole Brain Teaching learning method can be a solution in improving the learning outcomes of grade V students at UPT SDN 212 Pinrang. Whole Brain Teaching is known as an active approach that involves all parts of the student's brain in the teaching and learning process. This method integrates various techniques such as the use of gestures, interactive dialog, and game-based learning to build students' overall engagement.

By implementing Whole Brain Teaching, it is expected to create a more dynamic and interesting learning environment for students. Through the use of gestures and involved physical activities, students can be more active in participating in learning and understand Indonesian concepts better. This strategy also helps teachers to maintain students' attention and improve information retention through the use of various sensory stimuli.

This study will measure the effectiveness of the Whole Brain Teaching method by using data on student learning outcomes before and after the application of this method. With an in-depth analysis of the changes in students' academic achievement, it is expected to provide empirical evidence of the benefits of this method in the context of Indonesian language education at UPT SDN 212 Pinrang. As such, the results of this study can make a valuable contribution to the development of more effective and inclusive teaching practices in the school.

The Whole Brain Teaching approach was chosen for its potential to optimize student participation and make effective use of different learning styles. In the context of UPT SDN 212 Pinrang, where grade V students have diverse backgrounds and learning styles, it is important to use an approach that can reach all students inclusively. This method integrates elements that tap into different parts of students' brains, such as visual, auditive and kinesthetic, to maximize students' understanding and engagement in learning.

The formulation of this research problem includes two main aspects. First, the effectiveness of the Whole Brain Teaching method in increasing student participation. Active participation is an important indicator in the learning process, as it can affect students' understanding and retention of the subject matter. The Whole Brain Teaching method offers techniques designed to stimulate active participation, such as the use of gestures, group responses, and interactive dialog.

Secondly, how the implementation of this method can be adapted to the characteristics of class V at UPT SDN 212 Pinrang. Each class has different dynamics and needs, including the level of readiness in understanding the material, the level of interest in learning, and the learning style of the students. Teachers need to be able to adapt teaching strategies to suit the characteristics of their class, including by modifying Whole Brain Teaching techniques according to the specific needs of grade V students.

The implementation of the Whole Brain Teaching method is expected to create an inclusive and fun learning environment. By adapting learning activities to various learning styles, teachers can increase opportunities for all students to engage and understand the material better. It can also reduce the learning gap between students who have different learning styles.

In the context of this research, comprehensive data collection will be conducted to evaluate the effectiveness of the Whole Brain Teaching method. Data will include the level of student participation in various learning activities, formative and summative evaluation

results, and student responses to the method. Data analysis will provide deep insights into how the method affects students' academic achievement and the overall quality of learning.

In addition, a qualitative approach will be taken to understand teachers' and students' perspectives related to the implementation of Whole Brain Teaching. Interviews and observations will be used to gather information on the challenges, adaptation strategies and positive impacts felt in daily learning. This will provide a comprehensive picture of how this method can be effectively applied in the context of grade V at UPT SDN 212 Pinrang.

The results of this study are expected to make a valuable contribution to the development of more adaptive and inclusive teaching practices in the school. By strengthening the understanding of the effectiveness of Whole Brain Teaching, schools can adopt and adapt more effective learning strategies, improve student achievement, and create a more dynamic and engaging learning environment for all students.

This study aims to identify and analyze the impact of the application of the Whole Brain Teaching method on the learning outcomes of grade V students at UPT SDN 212 Pinrang in learning Indonesian. This method was chosen for its potential to increase student engagement through the use of techniques that activate different parts of the student's brain, such as gestures, group responses, and game-based learning.

This research will focus on evaluating the changes in students' academic achievement before and after the implementation of Whole Brain Teaching. Data collected will include formative and summative evaluation results, as well as the level of student participation in various learning activities. Analysis will be conducted to measure the statistical significance of the changes and to evaluate the impact of this method on grade V students' understanding of Indonesian concepts.

In addition, this research will also involve qualitative aspects to understand the perceptions and experiences of teachers and students related to the implementation of Whole Brain Teaching.

Interviews and observations will be conducted to gather information about the challenges faced, adaptation strategies applied, and the positive impacts felt in the context of daily learning.

The results of this study are expected to provide concrete recommendations to school managers and teachers at UPT SDN 212 Pinrang. These recommendations will relate to ways to improve the effectiveness of the learning process in the classroom through optimizing the implementation of Whole Brain Teaching. By strengthening understanding of the benefits and effective implementation strategies, schools can adopt more adaptive and inclusive learning practices and significantly improve student academic achievement.

This study focused on fifth grade students at UPT SDN 212 Pinrang, with the aim of examining the use of the Whole Brain Teaching method in the context of Indonesian language learning. This method was chosen for its potential to optimize student participation through an approach that involves different parts of the student's brain, such as visual, auditive, and kinesthetic. The implementation of the Whole Brain Teaching method will be analyzed in depth, including how teachers adapt learning techniques to meet the needs of grade V students who have a variety of learning styles.

Students' response to the implementation of this method will be the main focus of this research. An evaluation will be made of the students' level of engagement in various learning activities that use Whole Brain Teaching techniques, such as the use of gestures, role play and group collaboration. The data collected will provide insight into the extent to which students respond positively to this method as well as its impact on their understanding of Indonesian language materials.

In addition, this study will analyze the impact of Whole Brain Teaching on student learning outcomes. Formative and summative evaluation data will be used to measure improvements in students' academic achievement after the application of this method. This analysis will provide a deeper understanding of the effectiveness of the Whole Brain Teaching

method in improving the understanding of Indonesian language concepts by grade V students at UPT SDN 212 Pinrang.

This research focuses exclusively on the use of the Whole Brain Teaching method in the context of Indonesian language learning at UPT SDN 212 Pinrang. By limiting itself to this variable, the research aims to clearly identify the impact and effectiveness of the method without being influenced by external factors that might affect student learning outcomes. The structured approach in this study was designed to provide an in-depth understanding of how this learning method can be optimally applied in the context of grade V at the school.

By eliminating external factors such as different social, economic or learning environments, this research ensures that the analysis will focus on the direct role and contribution of Whole Brain Teaching to student learning outcomes. This allows the researchers to accurately measure how effective this method is in improving grade V students' understanding of Indonesian concepts.

The results of this study are expected to make a significant contribution to the development of effective learning methods at UPT SDN 212 Pinrang. By gaining an in-depth understanding of the process and outcomes of implementing Whole Brain Teaching, schools can adopt more structured and measurable learning practices, improving the quality of education.

In addition, this research is also expected to provide new insights for educational practitioners in facing challenges in Indonesian language learning. By highlighting the success and potential of the Whole Brain Teaching method, educational practitioners may consider the integration of this strategy in their efforts to improve the quality of learning and students' academic achievement.

Finally, this research is not only relevant for UPT SDN 212 Pinrang but can also serve as a reference for other educational institutions interested in improving the effectiveness of Indonesian language learning. By broadening the horizons of innovative methods in education, it is

hoped that there can be continuous improvement in teaching and learning approaches across the education system.

Method

Education plays a crucial role in shaping students' communication skills and cultural understanding, especially in Indonesian language subjects. At UPT SDN 212 Pinrang, this educational institution has a strong commitment to improving learning outcomes for grade V students. However, the main challenge is motivating students to participate actively and effectively in the learning process.

This research focused on investigating the effectiveness of the Whole Brain Teaching method as a strategy to overcome these challenges. Whole Brain Teaching is known as an approach that combines active interaction, deep understanding, and thorough student engagement. By utilizing these techniques, it is expected to create a dynamic learning environment and arouse students' intrinsic motivation.

This method has been shown to be effective in improving learning outcomes across a range of educational contexts. This research will measure the impact of implementing Whole Brain Teaching on students' ability to understand and use Bahasa Indonesia more effectively. In addition, this research will also explore students' responses to the learning approach used, to understand the extent to which this method can inspire and encourage them to actively participate.

The results of this study are expected to contribute significantly to the development of curriculum and learning strategies at UPT SDN 212 Pinrang, as well as serve as a foundation for the implementation of Whole Brain Teaching in other schools. In doing so, it is hoped that sustainable improvements in students' academic performance can be expected, while building a solid foundation for their communication skills in Bahasa Indonesia, which is the key to understanding and appreciating culture more deeply.

This study used a Classroom Action Research (PTK) approach with a cycle of planning, implementation, observation, and reflection. Each cycle consists of the following steps, 1). Planning, formulating specific learning objectives for each cycle. Develop a Whole Brain Teaching lesson plan that includes diverse teaching strategies and is responsive to students' learning styles. Choose teaching techniques that are in accordance with the characteristics of grade V students.

2). Implementation, Implement the Whole Brain Teaching lesson plan in every Indonesian language learning session, and Facilitate active interaction between teachers and students and between students with each other to maximize collaborative learning. 3). Observation, Observing students' participation during the learning process, including their level of engagement in discussions and group activities and Recording students' responses to the learning method, such as level of engagement and level of understanding of the material. 4). Reflection, Analyzing data from the observation results to evaluate the achievement of learning objectives for each cycle, Identifying factors that support or hinder the effectiveness of the Whole Brain Teaching method. Formulate improvement strategies based on the evaluation results to improve the learning process in the next cycle.

This research was conducted at UPT SDN 212 Pinrang, focusing on class V as the main unit of analysis. The research model used was Classroom Action Research (PTK) with a cyclical approach to ensure the process of developing and implementing learning methods.

The research design used is a cycle design in Classroom Action Research (PTK), which allows researchers to systematically manage interventions and observe their impact on student learning outcomes with the Whole Brain Teaching lesson planning checklist instrument. Student participation observation checklist. Test of students' understanding of Indonesian language materials.

This study implements a Classroom Action Research (PTK) approach with a focus on the Whole Brain Teaching method to improve

Indonesian language learning outcomes in grade V students at UPT SDN 212 Pinrang. This method was chosen for its potential in optimizing student participation through the use of diverse learning strategies and responsiveness to individual learning styles. Data for the study was collected through direct observation, field notes, and learning outcome tests, with analysis conducted qualitatively. The qualitative approach allowed the researcher to go deep into the students' experiences, including their responses to the applied learning methods.

In Classroom Action Research (PTK) implementing Whole Brain Teaching, each research cycle involves several crucial stages to ensure the effectiveness of the learning method. The first stage is planning, where Whole Brain Teaching teaching strategies are carefully designed based on the characteristics of grade V students at UPT SDN 212 Pinrang. This planning includes the development of learning activities that utilize Whole Brain Teaching techniques to increase students' active interaction and understanding of Indonesian language.

Implementation is the stage where the lesson plan is implemented in the classroom. Direct observation is key to monitor students' active participation during the learning process. The researcher systematically records the interaction between teachers and students, as well as the dynamics in the learning groups. The detailed field notes helped in evaluating the effectiveness of the implementation of Whole Brain Teaching technique in arousing students' interest and engagement in learning.

These observations not only monitor the level of student participation, but also record their response to the learning strategies used. This provides a comprehensive picture of how this method can affect students' motivation and ability to master Indonesian language materials. Furthermore, the data from the observations and field notes were used to conduct an in-depth reflection on the learning implementation.

Reflection is a critical stage in PTK, where researchers and teachers collaborate to evaluate the success of the Whole Brain Teaching method. This reflective discussion involves analyzing

student learning achievements, challenges that arose during implementation, and adjustments that can be made to improve the effectiveness of future learning. This evaluation helps in identifying the strengths and weaknesses of the Whole Brain Teaching approach in the specific context of SDN 212 Pinrang.

The learning outcome test is used as a measuring tool to assess students' understanding of Indonesian language materials after learning through the Whole Brain Teaching method. This test not only measures factual knowledge, but also students' ability to apply that knowledge in a relevant situation or context. The results of this test provide strong empirical data to evaluate the impact of learning and compare students' progress before and after the implementation of this method.

Thus, through structured cycles of planning, implementation, observation and reflection in PTK, this study aims to provide empirical evidence of the effectiveness of Whole Brain Teaching in improving learning outcomes of grade V students at UPT SDN 212 Pinrang. With this in-depth understanding of the teaching and learning process, it is expected to provide valuable contributions in the development of more effective and inclusive learning strategies in the future.

Qualitative analysis of the data in this study played an important role in uncovering the meaning and significance of students' learning experiences using the Whole Brain Teaching method at UPT SDN 212 Pinrang. Through in-depth interpretation of students' participation, the research was able to identify the extent to which students were actively involved in the teaching and learning process. This includes observations of their interactions with the learning materials and their reactions to the learning techniques used.

Students' responses to the learning method are the main focus of this analysis. Qualitative data regarding students' responses to the Whole Brain Teaching strategy helps in understanding the extent to which the method is able to motivate and arouse their interest in learning. The analysis also reveals students' perceptions of the

effectiveness of the method in facilitating their understanding of Indonesian language materials, as well as their ability to apply knowledge in a practical context.

In addition, this qualitative analysis evaluates the achievement of learning objectives each cycle. This includes students' understanding of key Indonesian concepts and their ability to master language skills. This data provides a deep insight into how well the Whole Brain Teaching method can capture students' attention and help them achieve the expected competencies.

This research not only aims to evaluate the effectiveness of Whole Brain Teaching as a whole, but also to investigate the factors that influence its implementation in the specific context of UPT SDN 212 Pinrang. As such, the results of this qualitative analysis make a significant contribution to the development of learning approaches that are more adaptive and responsive to the needs of grade V students. The findings are expected to guide educational practitioners in improving the quality of Indonesian language learning in the future, as well as inspire innovation in evidence-based learning approaches.

Result and Discussion

This study shows that the application of the Whole Brain Teaching method consistently improves the learning outcomes of grade V students at UPT SDN 212 Pinrang. The data obtained from this study shows that this method is effective in improving students' understanding and academic achievement. Analysis of test results conducted over four cycles showed a significant increase in scores.

In the first cycle, the average student test score was at 65%. This shows that in the early stages of implementing the Whole Brain Teaching method, most students were still adapting to this new approach. However, although this initial result was not very high, it became an important basis for measuring progress in subsequent cycles.

The second cycle showed a significant increase with the average student test score rising to 72%. This increase indicates that students are

getting used to the Whole Brain Teaching method and are able to absorb the learning material better. This increase also indicates that this method began to have a positive impact on student understanding.

In the third cycle, the average student test score continued to increase to 77%. This consistent increase shows that the Whole Brain Teaching method is increasingly effective in helping students understand the material. Students seemed more confident and able to apply the concepts taught better, which was reflected in their test results.

The fourth cycle showed the highest achievement with the average test score reaching 82%. This indicates a substantial increase in students' understanding of the material after applying the Whole Brain Teaching method. This improvement shows that this method not only helps students in understanding the material, but also improves their ability to apply the knowledge they have gained.

Overall, the results of this study confirm that the application of the Whole Brain Teaching method can significantly improve student learning outcomes. The increase in average test scores from 65% in the first cycle to 82% in the fourth cycle is clear evidence that this method is effective in improving the quality of learning and student understanding in class V UPT SDN 212 Pinrang.

Overall, the results of this study support the effectiveness of the Whole Brain Teaching method as an effective approach in improving Indonesian language learning outcomes in grade V students at UPT SDN 212 Pinrang. The results obtained from this study show that the Whole Brain Teaching method can bring positive changes in learning, which is shown through an increase in the average student test scores from the first cycle to the fourth cycle.

The high level of active participation from students is one of the main factors supporting the success of this method. In each cycle, students were actively involved in the learning process, which enabled them to better understand the material being taught. The varied and interactive activities in the Whole Brain Teaching method

also help maintain students' interest and motivation, so they are more enthusiastic in following the lessons.

The increased understanding of the material reflected in the test results shows that the Whole Brain Teaching method successfully facilitates more effective learning. In the first cycle, the average student test score was at 65%, which then increased gradually to reach 82% in the fourth cycle. This increase indicates that students increasingly understand the concepts taught and are able to apply them well.

The Whole Brain Teaching method not only improves academic learning outcomes, but also develops students' social and emotional skills. In the learning process, students are invited to communicate, work together, and develop self-confidence. This is important in shaping the character of students who are able to adapt to various situations and challenges in the future.

The effectiveness of this method is also supported by its holistic approach, which integrates different aspects of learning, such as visual, auditory and kinesthetic. By incorporating various learning styles, this method is able to meet the individual learning needs of students, so that they can learn in the way that is most effective for them. It also helps to reduce gaps in understanding between students, so that all students can achieve optimal results.

This significant increase in learning outcomes shows that the Whole Brain Teaching method can be an effective alternative in Indonesian language learning. With its innovative and holistic approach, this method can assist teachers in creating a conducive and engaging learning environment for students. In addition, this method can also help students in developing critical and creative thinking skills, which are indispensable in facing academic challenges and daily life.

In addition, the results of this study also show that the Whole Brain Teaching method can help improve students' learning motivation. With a more interactive and fun approach, students feel more motivated to learn and actively participate

in class. This is important in creating a positive and productive learning environment, which can support students' academic and personal development.

The Whole Brain Teaching method also helps to increase parental involvement in the learning process. In this study, parents were involved in providing support and motivation to their children, which had a positive impact on learning outcomes. This parental involvement is important in creating effective collaboration between home and school, which can support students' academic and emotional development.

Another advantage of this method is its flexibility in being applied to various subjects. Although this research focuses on Indonesian language learning, the Whole Brain Teaching method can also be applied to other subjects to improve learning outcomes. With its adaptive and holistic approach, this method can help students in understanding various concepts and skills taught at school.

Overall, this research shows that the Whole Brain Teaching method is a valuable approach in an educational context. By enhancing students' active participation, material comprehension and social-emotional skills, this method can help prepare students for the demands of academics and everyday life. Therefore, the Whole Brain Teaching method is worth considering as one of the effective learning strategies in primary schools.

Table 1. Achievement of Student Learning Outcomes in Each PTK Cycle

PTK Cycle	Average Test Score Achievement (%)	Active Participation Rate (%)	Active Participation Rate (%)
Cycle 1	65	75	70
Cycle 2	72	80	75
Cycle 3	78	85	80
Cycle 4	82	90	85

Conclusion

This study consistently showed that the application of the Whole Brain Teaching method successfully improved the learning

outcomes of grade V students at UPT SDN 212 Pinrang. The data collected showed a significant increase in students' understanding of the material and academic achievement as the learning cycle progressed. With the average test score increasing from 65% in the first cycle to 82% in the fourth cycle, these results illustrate that the Whole Brain Teaching method is able to have a real positive impact on students' learning progress.

These results not only reflect the effectiveness of the Whole Brain Teaching method in directly improving test scores, but also indicate that this approach can be an effective solution in improving the quality of learning at the primary school level. By providing opportunities for students to be actively involved in learning and encouraging a deep understanding of the material, this method supports efforts to create a constructive and motivating learning environment.

In the first cycle, the average student test score was 65%. This result reflects that in the early stages, students were still adapting to this new method. Nevertheless, these initial results became an important basis for measuring progress in subsequent cycles. The second cycle showed a significant improvement with the average student test score rising to 72%. This increase showed that students were getting used to the Whole Brain Teaching method and were able to absorb the learning material better.

In the third cycle, the average student test score continued to increase to 77%. This consistent increase shows that the Whole Brain Teaching method is increasingly effective in helping students understand the material. The fourth cycle showed the highest achievement with the average test score reaching 82%. This indicates a substantial increase in students' understanding of the material after applying the Whole Brain Teaching method.

The effectiveness of this method can also be seen from the increase in student participation and motivation. The high level of active participation from students is one of the main factors that support the success of this method.

The varied and interactive activities in the Whole Brain Teaching method help maintain students' interest and motivation, so they are more enthusiastic in following the lessons.

The Whole Brain Teaching method not only improves academic learning outcomes, but also develops students' social and emotional skills. In the learning process, students are invited to communicate, work together, and develop self-confidence. This is important in shaping the character of students who are able to adapt to various situations and challenges in the future.

This significant improvement in learning outcomes shows that the Whole Brain Teaching method can be an effective alternative in Indonesian language learning. With its innovative and holistic approach, this method can assist teachers in creating a conducive and engaging learning environment for students. In addition, this method can also help students in developing critical and creative thinking skills, which are indispensable in facing academic challenges and daily life.

Overall, this research provides strong support for the effectiveness of the Whole Brain Teaching method as a valuable learning approach in an educational context. This method is proven to be able to increase students' active participation in the learning process, which is a crucial aspect in creating a dynamic and motivating learning environment. By actively engaging students, Whole Brain Teaching not only facilitates their understanding of Indonesian language materials, but also develops social and emotional skills that are important in their daily interactions.

Furthermore, the use of this method at UPT SDN 212 Pinrang also shows that Whole Brain Teaching is effective in preparing students for academic demands. Through an approach that integrates different types of learning activities and the use of interactive techniques, this method helps students to not only understand language concepts, but also be able to apply their knowledge in real situations.

Therefore, based on the findings from this study, the Whole Brain Teaching method is worth considering as one of the effective learning

strategies in elementary schools. With a focus on students' active engagement, deep understanding of the material, and development of social-emotional skills, this method can make a significant contribution in improving the quality of learning and preparing students for a better future.

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