EFFORTS TO IMPROVE THE LEARNING OUTCOMES OF GRADE VI STUDENTS IN THE SCIENCE SUBJECT ON THE SIX CONTINENTS IN THE WORLD THROUGH THE GROUP RESUME LEARNING MODEL AT MI TARBIYATUL ISLAM

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Abstract: This study aims to improve the learning outcomes of sixth grade students in the Natural and Social Sciences (IPAS) subject on the Six Continents of the World through the Group Resume Learning Model at MI Tarbiyatul Islam. The background of this study is the low student learning outcomes caused by conventional learning, lack of active student involvement, and weak student abilities in summarizing and communicating geographic information. The research method used is Classroom Action Research (CAR) with the Kemmis and McTaggart models implemented in two cycles. The research subjects were 25 students of MI Tarbiyatul Islam. Data collection techniques used observation, tests, and documentation. The Group Resume Learning Model was implemented by dividing students into small groups to read, discuss, summarize, and present material about the geographical characteristics and biodiversity of 6 continents. The results of the study showed a significant increase from pre-cycle to cycle II. In the pre-cycle, classical completeness only reached 40% with an average value of 64.6. After the implementation of cycle I, completeness increased to 60% with an average of 72.1. In cycle II, classical completion reached 88% with an average score of 78.9. Thus, it can be concluded that the Group Resume Learning Model is effective in improving student learning outcomes on the Six Continents of the World material.
Keywords: *IPAS, six continents, Model Group Resume*

Introduction

Education is a strategic effort in preparing a generation capable of facing global challenges in the 21st century. In the context of Indonesian education, the implementation of the Independent Curriculum brings significant changes, one of which is the presence of Natural and Social Sciences (IPAS) subjects that integrate science and social learning holistically (Kemendikbudristek, 2022). IPAS aims to develop students' scientific and social literacy through a learning approach that emphasizes direct experience, inquiry, and understanding the relationship between natural phenomena and social life (Dewi, R. S, 2021).

The sixth-grade science subject plays a crucial role in developing students' understanding of the world and life within it. One of the fundamental topics in sixth-grade science is the study of the world's six continents: Asia, Europe, Africa, America, Australia, and the Atlantic. This material not only covers geographical aspects such as location, boundaries, and physical characteristics, but also integrates an understanding of biodiversity, adaptation of living things, climate conditions, and the integration of humans with their geographic environment (Sukmawati, R, 2021).

A comprehensive understanding of the world's six continents is highly significant in developing students' global perspectives. Through learning this material, students are expected to understand the world's diversity, appreciate cultural and environmental differences, and develop an awareness of being responsible global citizens (Marzano, R. J, 2021). Furthermore, this material becomes a foundation for students to understand global issues such as climate change, biodiversity conservation, and sustainable development.

However, initial observations at MI Tarbiyatul Islam indicate that sixth-grade students' learning outcomes on the topic of the six continents of the world remain low. Data shows that out of 25 students, only 10 (40%) achieved the minimum passing grade (KKM) of 70, with an average score of 64.6. This indicates a serious problem in the learning process that requires immediate and systematic intervention.

A more in-depth analysis of learning issues reveals several contributing factors to low student learning outcomes. First, the learning methods used are still conventional, dominated by lectures and teacher-centered learning. This method does not provide optimal opportunities for students to actively participate in the learning process, so students tend to be passive and simply receive information without critically processing it (Arends, R. I, 2022).

Second, the complexity of the six-continent material, which includes a wealth of detailed geographic and biological information, causes students to experience cognitive overload. Students struggle to process, organize, and remember large amounts of complex information without effective learning strategies (Sweller, J, 2021). This is in line with cognitive load theory which states that human working memory capacity is limited, so learning needs to be designed to optimize the information processing process (Mayer, R, 2021).

Third, the integrative nature of science and social science material requires students to connect various concepts and information. However, fragmented learning and the lack of adequate scaffolding make it difficult for students to develop a holistic and meaningful understanding (Dewi, 2021).

Fourth, a lack of active student involvement in learning leads to low motivation and interest in learning. Monotonous and uninteresting learning fails to spark students' curiosity to explore the world's diversity more deeply (Rahman, A, 2022). In fact, intrinsic motivation is an important factor that influences learning success (Hattie, J, 2022).

Fifth, students' weak ability to summarize and communicate information is a particular obstacle. Students tend to have difficulty identifying important information, summarizing it in their own words, and communicating it effectively to others (Klingner, 2020). This skill is very important in information-rich science learning.

To address these issues, learning innovations are needed that can increase student engagement, facilitate effective information processing, and develop critical thinking and communication skills. The group resume learning model is one potential cooperative learning strategy for addressing the challenges of learning material across six continents.

Group resume is a cooperative learning model that emphasizes students' ability to read, understand, summarize, and present learning materials in groups (Slavin, R. E, 2021). This model combines reading activities, group discussions, summarizing information, and presentations into a single, systematic learning environment. In its implementation, students are divided into small groups, each receiving the same or different material to read and understand together. They then create a summary in the form of a group resume, and finally

present the results of their group work to the class (Wardani, K. S, 2022).

The group resume learning model has several advantages relevant to the challenges of learning about the world's six continents. First, this model encourages the active involvement of all group members in the learning process. Each student is responsible for contributing to the reading, discussion, and summary of the material, ensuring that no student remains passive (Johnson, D. W, 2021).

Second, the summarizing activity in a group resume helps students process complex information into simpler and more meaningful pieces. The summarizing process forces students to identify important information, understand key concepts, and organize information into a logical structure (Anderson, L. W, 2021). This is very important in learning the material of the six continents which is rich in detailed information.

Third, group discussions in group resumes facilitate peer learning and collaborative knowledge construction. Students can share insights, clarify unfamiliar concepts, and build a more comprehensive understanding through social interaction (Gillies, R. M, 2020). This is in line with the theory of social constructivism which emphasizes the role of social interaction in learning.

Fourth, presentation activities in group resumes develop students' communication skills. Students learn to convey information clearly, systematically, and engagingly to an audience. This communication skill is a crucial 21st-century competency to develop.

Fifth, the group resume model creates student-centered learning where students become active participants in the learning process. The teacher acts as a facilitator guiding the learning process, not as the sole source of information. This approach is more effective in developing students' independent learning and critical thinking skills.

Several previous studies have demonstrated the effectiveness of the group resume learning model in improving learning outcomes. Research shows that implementing the group resume model can improve students' social studies learning outcomes by 28.5%. Similarly, this study found that group resumes are effective in improving students' literacy skills and conceptual understanding (Pratiwi, D. A, 2023).

As an Islamic educational institution committed to improving the quality of learning, MI Tarbiyatul Islam has the potential to implement this innovative learning model. School support and teachers' readiness to innovate are crucial factors in the successful implementation of the group resume model.

Based on the background of the problems and potential solutions outlined, the researcher is interested in conducting Classroom Action Research (CAR) aimed at improving sixth-grade students' learning outcomes in the science subject, which covers the six continents of the world, through the application of the group resume learning model at MI Tarbiyatul Islam. This research is expected to make a significant contribution to addressing learning challenges and improving the quality of science education in elementary schools.

Method

This study uses the Classroom Action Research method with the Kemmis and McTaggart model. PTK was chosen because this study aims to improve and enhance the quality of learning through reflective actions carried out by teachers as researchers in real learning situations. The Kemmis and McTaggart model uses a spiral cycle system consisting of four main components in each cycle, namely: (1) planning, (2) implementing actions (acting), (3) observing, and (4) reflecting. The stages are described as follows:

Figure 1. **Classroom Action Research Flow**

This model was chosen because it allows researchers to make continuous improvements based on reflections from each cycle. These four components form a continuous cycle, where the reflections from the first cycle form the basis for planning the next cycle. This cyclical process continues until the identified problem is resolved or the improvement target is achieved (Arikunto, 2023). In this study, two learning cycles will be implemented with the hope of achieving the established success indicators.

Research Subjects

This research was conducted at MI Tarbiyatul Islam, located in Kraksaan, Probolinggo Regency, East Java. The research location was selected based on initial observations indicating low student learning outcomes in science. The study was conducted in the odd semester of the 2025/2026 academic year.

The subjects were 25 sixth-grade students at MI Tarbiyatul Islam, consisting of 8 boys and 17 girls. The subjects were quite heterogeneous in terms of academic ability, with 8 students having high abilities, 12 students having medium abilities, and 5 students having low abilities based on previous learning outcomes. This heterogeneity was an important consideration in forming study groups to ensure that each group had a balanced composition.

Prosedur Penelitian

The research was conducted in two cycles, with each cycle consisting of one learning session (2 x 35 minutes) and one evaluation session. Each cycle followed the four stages of the Kemmis and McTaggart model as follows:

Siklus I
Planning

In the planning stage of cycle I, the researcher carried out several activities: Analyzing the sixth grade science curriculum to identify basic competencies and indicators of competency achievement on the material of the six continents in the world, Planning: preparing lesson plans by integrating the Group Resume learning model, Preparing teaching materials in the form of reading texts about the geographical characteristics and biodiversity of each continent, Preparing group worksheets to guide students in making resumes, Preparing observation sheets for student and teacher activities, Preparing test instruments to organize student learning outcomes and Forming heterogeneous study groups consisting of 3-4 students per group, taking into account the balance of academic ability and gender.

Acting

The implementation of learning using the group resume model is carried out in one meeting with a time allocation of 2 x 35 minutes (70 minutes):

Preliminary activities (10 minutes): The teacher greets and asks students how they are, the teacher invites students to pray together and asks the class leader to lead, the teacher explains the learning objectives and steps of the group resume model, and the teacher asks about the material that has been studied.

Core Activities (55 Minutes): Students are divided into 6 heterogeneous groups (each group studies one continent), the teacher explains the rules for group work, each group gets a reading text about the geographical characteristics and biodiversity of the assigned continent (10 minutes of reading), students discuss the material in groups and identify important points (15 minutes), each group makes a group resume using the format provided (15 minutes), representatives of the 6 groups present the resume to the class (15 minutes), and the teacher provides reinforcement and clarification.

Closing Activities (5 Minutes): The teacher guides students to draw conclusions about the characteristics of the six continents, the teacher provides reinforcement of the material and the teacher conveys the next learning plan.

Observation

Selama pelaksanaan tindakan, dilakukan pengamatan terhadap: Aktivitas siswa dalam kelompok meliputi partisipasi dalam membaca, diskusi, pembuatan resume, dan presentasi, Kualitas resume yang dibuat oleh kelompok dari segi kelengkapan informasi, sistematika, dan kejelasan, Keterampilan komunikasi siswa dalam presentasi, Respon dan antusiasme siswa terhadap pembelajaran, Kinerja guru dalam menerapkan model group resume. Pengamatan dilakukan oleh peneliti dengan bantuan observer (guru sejawat) menggunakan lembar observasi yang telah disiapkan. Selain observasi, dilakukan juga dokumentasi berupa foto dan video untuk mendukung analisis data.

Reflecting

In the reflection stage, researchers together with observers analyze data from observations and tests to: Identify the successes and shortcomings of implementing the group resume model in cycle I, Analyze improvements in student learning outcomes, Identify obstacles and challenges faced and Formulate improvements for cycle II.

Cycle II

Cycle II was implemented using the same procedures as Cycle I (planning, action,

observation, and reflection), but with improvements based on the results of the Cycle I reflection. These improvements included: Providing a more structured resume template with clear columns, Role assignment within the group: leader, note-taker, presenter, and time-keeper, Optimizing time management with a more proportional division, Providing a clear presentation assessment rubric, and Strengthening scaffolding in the group discussion process.

Cycle II was implemented using the same procedures as Cycle I, but with improvements based on the results of the Cycle I reflection.

Research Instruments

The instruments used in this study include:

a. Student Activity Observation Sheet

This observation sheet is used to observe and record student activities during learning with the following indicators: (1) active reading of material in groups, (2) participation in group discussions, (3) contribution in making resumes, (4) presentation skills, and (5) ability to respond to questions. Each indicator is assessed on a scale of 1-4.

b. Teacher Performance Observation Sheet

This instrument is used to observe teacher performance in implementing the group resume model with the following indicators: (1) ability to explain learning steps, (2) skills in guiding group discussions, (3) ability to provide scaffolding, (4) skills in facilitating presentations, and (5) ability to provide reinforcement and clarification.

c. Learning Outcome Test

The learning outcomes test is a written test consisting of 20 multiple-choice questions and 5 essay questions. The multiple-choice questions measure conceptual understanding of the geographic characteristics and biodiversity of six continents (maximum score of 40), while the essay questions measure analytical and synthesis skills (maximum score of 60). The maximum total score is 100. The test instrument has been validated by experts and piloted to measure its validity and reliability.

d. Documentation

Documentation in the form of photos and videos of learning activities is used to support observation data and provide visual evidence of the implementation of the group resume model.

Data Collection Technique

Data is collected through three main techniques:

a. Observation

Observations were conducted throughout the learning process to observe student activities and teacher performance. Observers recorded data on prepared observation sheets and took field notes for additional relevant information.

b. Test

Learning outcome tests are administered at the end of each cycle to measure student competency achievement. The tests are administered individually and last 90 minutes.

c. c. Documentation

Documentation is carried out by taking photos and videos during the learning process, as well as collecting the results of group work in the form of resumes made by students.

Data Analysis Techniques

This technique uses qualitative data, namely the average value and percentage of student learning outcomes. Quantitative descriptive data analysis techniques are research data

processed from various collections of student test results. The formula for the percentage of completion to find data on students is below:

Complete Family Planning: $\frac{Number\ of\ Students\ Completed}{Total\ Number}$ x 100

The percentage value according to Permendikbud No. 23 of 2016 is categorized according to the following criteria values:

Percentage (100%)	Criteria
<50 %	Poor
55 -55 %	Sufficient
70 – 84%	Good
>85%	Very Good

The average value uses the formula below (Wardani, 2007):

Average value = $\frac{Total\ Amount}{Number\ of\ Students}$

The average value according to Permendikbud No. 23 of 2016 is categorized according to the criteria values below:

Percentage (100%)	Criteria
54-20	Poor
69-55	Sufficient
84-70	Good
100-85	Very Good

In action research, PTK (Care and Research) usually uses the school-set Minimum Competency (KKM) as the benchmark for success. In this study, the KKM for Science and Education (IPAS) was 70, with a completion rate of 85%. Therefore, if students' completion rates exceed the established minimum, the research is considered successful.

Success Indicators

The success indicator of this research is determined if at least 85% of students have achieved a KKM score of 70 in the learning outcomes aspect, and there is an increase in student activity as seen from participation in discussions, courage to answer and involvement in learning activities in each cycle.

Results and Discussion

Pre-Cycle Research Results

Before implementing the group resume learning model, a pre-test was conducted to measure students' initial abilities on the six continents of the world. This test also aimed to obtain baseline data that would be compared with the results after the implementation of the action. The results of the pre-cycle test showed that out of 25 students, only 10 students (40%) achieved the Minimum Competency (KKM) with an average class score of 64.6. This data indicates that most students still have difficulty understanding the six continents of the world.

Figure 2. Pre-cycle

The low learning outcomes of students in the pre-cycle were caused by several factors: 1) Identifying the unique characteristics of each continent, 2) Differentiating between continental biodiversity, 3) Understanding the relationship between geographical conditions and the adaptation of living things, and 4) Integrating information from various aspects. Students tended to simply memorize factual information without understanding the underlying concepts.

Observations of learning before implementing the group resume model also showed low levels of active student participation. Only around 32% of students actively asked or answered the teacher's questions. Learning was dominated by teacher lectures with little interaction between students. Students tended to be passive and simply recorded the information presented by the teacher.

Results of Cycle I Research

Cycle one was carried out on Monday by the researcher, on September 1, 2025.

Planning and Implementation of Cycle I

Based on the pre-cycle results, a lesson plan was designed using a group resume learning model for one learning session. Students were divided into six heterogeneous groups of 4-5 students each. Group assignments took into account a balance of academic ability, gender, and student character to create positive group dynamics.

Learning was carried out in stages: reading the material in groups (10 minutes), discussing key points (15 minutes), creating a group summary (15 minutes), and presenting the results to the class (15 minutes for six groups).

**Figure 3. Researchers Make Efforts to Improve Learning Outcomes Through the Group Resume Learning Model**

Cycle I Observation Results

Observation of student activities in cycle I showed an increase in participation compared to previous learning. Observation data showed that: Reading activity in groups: 68% of students were active (score ≥3), Participation in discussions: 64% of students were active, Contribution in resume creation: 60% of students contributed actively, Presentation skills: 56% of students had good skills and Ability to respond to questions: 60% of students were able to respond well.

Table 1. Improvement in Student Learning Outcomes for the 6 Continents of the World

No	Aspek	Persentase (%)
1	Keaktifan membaca dalam kelompok	71,4 %
2	Partisipasi dalam diskusi	67,9 %
3	Kontribusi pembuatan resume	64,3 %
4	Keterampilan presentasi	60,7 %
5	Kemampuan merespon pertanyaan	62,5 %

Diagram Lingkaran Data Observasi Siswa
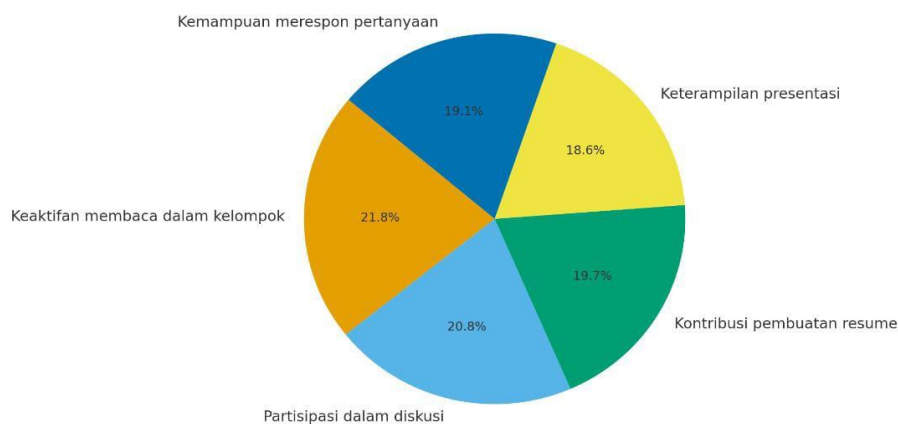
Graph 1. Improvement in student learning outcomes on the material on the 6 continents of the world

Observations of teacher performance showed that teachers were able to clearly explain learning steps (score 3.4), guide group discussions effectively (score 3.1), but still needed improvement in providing adequate scaffolding (score 2.7) and time management (score 2.9).

Analysis of the group resumes showed that three of the six groups were able to identify key points well, but three groups still lacked systematic and complete resumes. The average resume quality score was 71.8 (fairly good).

Several obstacles encountered in Cycle I were: Some students were still unfamiliar with group learning and tended to rely on more intelligent students; time management was suboptimal, especially for discussion activities and resume creation; some groups struggled to summarize complex information; and presentations were still dominated by certain students within the group.

Cycle I Test Results

After implementing the group resume model in cycle I, student learning outcomes improved. Of the 25 students, 15 (60%) successfully achieved the Minimum Competency (KKM), with the class average increasing to 72.1. Despite this improvement, this result still fell short of the established success indicator of 80%.

Cycle I Reflection

Based on observations and tests in cycle I, it can be concluded that the use of the group resume model has a positive impact on student learning outcomes. However, improvements still need to be made to achieve the expected success indicators. Improvements that will be made in cycle II include: Scaffolding in the discussion process and resume creation needs to be improved by providing a more structured template, Time management needs to be optimized with a more proportional time allocation for each activity, It is necessary to strengthen the role of each group member so that no student is passive, It is necessary to improve the quality of presentations by providing a clear assessment rubric from the start and Reading materials need to be simplified for groups that are still having difficulty.

Results of Cycle II Research

Cycle II was held on Monday, September 8, 2025.

Planning and Implementation of Cycle II Improvements

Based on the results of the reflection on cycle I, several improvements were made in cycle II: Providing a more structured resume template with columns and several other templates for: continent names, geographical location, climate characteristics, regional boundaries, typical flora, typical fauna, and other unique features, Providing role assignments in groups: leader, note-taker, presenter, and time-keeper so that each member has clear responsibilities, Providing a presentation assessment rubric that is distributed from the beginning so that students understand the criteria for a good presentation, Revising reading materials with a clearer structure and simpler language, Optimizing time allocation: reading (15 minutes), discussion (20 minutes), resume creation (35 minutes), presentation (20 minutes).

Figure 3. Documentation of Research Implementation

Results of Cycle II Observations

Observation of student activities in cycle II showed a very significant increase: Reading activity in groups: 89.3% of students were active (score ≥3), Participation in discussions: 92.9% of students were active, Contribution in making resumes: 89.3% of students contributed actively, Presentation skills: 85.7% of students had good skills, Ability to respond to questions: 87.5% of students were able to respond well and Improvements made in cycle II were proven to be effective in increasing student participation. Role assignments made each student have clear responsibilities, so that there were no more passive students in the group. Structured resume templates helped students organize information more systematically.

Table 2. Percentage of increase in student activity in cycle II

No	Aspek yang Diamati	Persentase Sisw
1	Keaktifan membaca dalam kelompok	89,9%
2	Partisipasi dalam diskusi	92,9%
3	Kontribusi dalam pembuatan resume	89,3%
4	Keterampilan presentasi	85,7%
5	Kemampuan merespon pertanyaan	87,5%
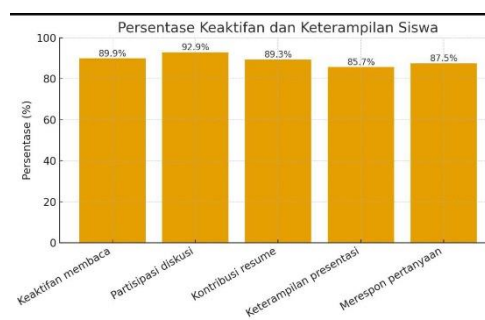
Graph 2. Percentage of increase in student activity in cycle II

Observations of teacher performance also showed improvements in all aspects. Teachers were more skilled at providing scaffolding (score 3.7), facilitating discussions (score 3.8), and providing reinforcement (score 3.9).

Analysis of the quality of the group resumes showed significant improvement. All groups (6 out of 6) were able to produce resumes rated good to excellent. The average resume quality score increased to 84.2. The resumes were more systematic, comprehensive, and easy to understand.

Cycle II Test Results

The test results in Cycle II showed significant improvement. Of the 25 students, 22 (88%) successfully met the Minimum Competency (KKM) with a class average score of 78.9. This result exceeded the established success indicator of 80%.

Cycle II Reflection

Reflection on cycle II shows that: All indicators of success have been achieved: classical completeness 88% (>80%), average value 78.9 (>70), active participation >90%, and good category resume quality, The group resume model has proven to be very effective in improving science learning outcomes on the six continents material, Improvements made based on reflection on cycle I have had a significant positive impact and students have shown high enthusiasm and experienced increased ability to work together, communicate, and think critically.

Comparison of Results Between Cycles

Comparison of student learning outcomes from pre-cycle to cycle II shows consistent and significant improvement:

Table 3. Comparison of results between cycles

Aspek	Pra Siklus	Siklus I	Siklus II	Peningkatan
Nilai Rata-rata	64.6	72.1	78.9	+14,3
Jumlah Siswa Tuntas	10	15	22	+12
Persentase Ketuntasan	40%	60%	88%	+48%
Partisipasi Aktif	32%	65%	90%	+58%
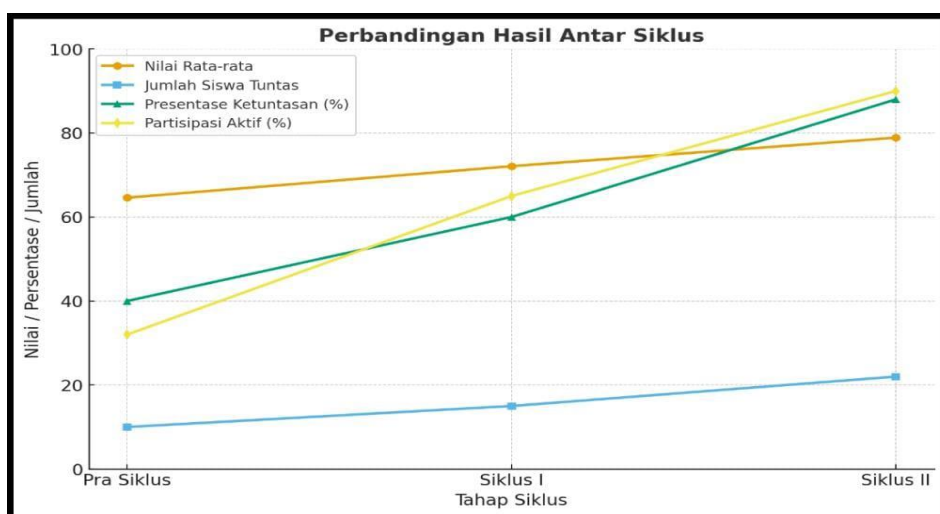
Graph 3. Comparison of results between cycles

These data show that the group resume learning model is highly effective in improving student learning outcomes. Improvements occurred not only in cognitive aspects (test scores), but also in affective aspects (participation and enthusiasm) and psychomotor aspects (communication and presentation skills).

Based on the results of two cycles of classroom action research, data showed that the Group Resume learning model was effective in improving the learning outcomes of sixth-grade students at MI Tarbiyatul Islam in the Natural Sciences (Science) subject, "Six Continents of the World." Observations and tests showed improvements in both average scores and completion rates. The average pre-cycle score of 64.6 increased to 72.1 in Cycle I and 78.9 in Cycle II. The number of students achieving the Minimum Competency (KKM) also increased from 10 students (40%) to 15 students (60%) in Cycle I and 22 students (88%) in Cycle II. This improvement indicates that the learning intervention implemented through the Group Resume model had a positive impact on student learning outcomes.

In the pre-cycle, most students experienced difficulty understanding the basic concepts of the location, characteristics, and geographical conditions of the six continents of the world. This difficulty arose because the previous learning process was still one-way and dominated by lecture methods. As a result, students tended to be passive, lacked high motivation, and struggled to connect learning concepts to real-life contexts. This condition is in line with the findings of Rahmawati (2023) who explained that the lecture method without active student involvement causes low conceptual understanding and learning interest in elementary school students (Rahmawati, 2023).

After implementing the actions in cycle I, learning began to be oriented towards collaboration and active participation through Group Resume activities. In this activity, students discussed in groups to compile summaries of the material, engaged in dialogue about the lesson content, and presented their work. This model provided opportunities for each student to contribute according to their abilities and developed critical thinking and communication skills. As a result, most students demonstrated improved understanding of the material and more active participation in discussions. However, weaknesses emerged, including some groups that were unable to compile summaries systematically and some students who tended to rely on more dominant peers.

This phenomenon aligns with Vygotsky's social learning theory, which emphasizes that knowledge is constructed through social interaction, and effective learning occurs when students collaborate within their zone of proximal development (ZPD) (Vygotsky, 1978). In the context of Group Resume, collective summarization activities encourage meaningful interactions that accelerate the internalization of concepts. This is reinforced by the findings of a meta-analysis conducted by Tutal (2023) that found that active learning strategies—including group work and summarization activities—significantly improved learning retention and academic achievement in elementary school students.

Entering cycle II, the teacher refined the learning process through several steps, including providing scaffolding in the form of a more systematic resume format, using visual media such as a world map and images of each continent, and providing rewards to the best groups to increase motivation. These steps made students more focused, enthusiastic, and accountable for their group's results. Data showed significant improvement: students in the "very good" category increased from 25% to 45%, and students in the "poor" category

decreased to 0%. Active participation in discussions also increased; almost all students actively participated and shared ideas throughout the learning process.

This improvement can be explained by the principles of formative assessment combined with collaborative learning. Sortwell et al. (2024) explain that formative assessment accompanied by quality feedback and instructional follow-up has a strong positive effect on student learning outcomes (Sortwell, 2024). The teachers in this study provided direct feedback during discussions and after presentations, so that students could quickly correct conceptual errors.

In addition, the results of this study are also supported by the findings of Syaifullah and Salito which show that the application of the Group Resume model in social studies subjects significantly increases student activity and learning outcomes because students are actively involved in group work, think critically, and have a sense of responsibility for their learning outcomes (Sortwell, 2024). This finding was reinforced by Rahmatiah who stated that the active learning strategy based on group resumes helps students understand the material more deeply through the process of reflective thinking, summarizing, and presentation (Rahmatiah, 2023). Similar research by Selfiyanti, Yuliastuti, and Razak found that interactive project-based learning on the Six Continents of the World material was able to significantly increase the interest and understanding of geographical concepts in elementary school students (Selfiyanti, 2023).

Based on the results of the two-cycle analysis, it is clear that the Group Resume model not only improves cognitive learning outcomes but also fosters 21st-century competencies such as collaborative skills, critical thinking, communication, and learning responsibility. This model helps students process information through summarizing, analyzing, and re-presenting it in their own words, resulting in deeper conceptual understanding. In line with Boke's opinion, cooperative learning that focuses on social interaction and group responsibility has a significant positive influence on the academic achievement of elementary school students (Boke, 2025).

Thus, it can be concluded that the Group Resume learning model is an effective strategy for improving student learning outcomes in science, particularly the Six Continents of the World topic. This model not only enhances conceptual understanding but also fosters critical thinking, collaboration, and communication skills, which are essential for 21st-century students.

Conclusion

Based on the results of the classroom action research conducted over two cycles, it can be concluded that the Group Resume learning model has proven effective in improving the learning outcomes of sixth-grade students at MI Tarbiyatul Islam in the Natural Sciences subject "Six Continents of the World." This improvement in learning outcomes is reflected in the increase in students' average grades from 64.6 in the pre-cycle to 72.1 in the first cycle and 78.9 in the second cycle, as well as an increase in learning completion from 40% to 88%.

The Group Resume model encourages students to actively discuss, think critically, and work collaboratively in groups to compile summaries of the material. This collaborative process helps students understand geographical concepts more deeply, while fostering communication skills and responsibility for learning. Furthermore, teacher reflection activities between cycles, the provision of scaffolding, and the implementation of formative assessments play a significant role in addressing weaknesses in the previous cycle, resulting in sustained improvement.

The findings of this study align with those of studies conducted by Syaifullah and Salito, Rahmatiah, and Selfiyanti, Yuliastuti, and Razak, which demonstrated that the implementation of the Group Resume model and active learning can improve elementary school students' learning activities and outcomes. These findings are also supported by meta-analytic research conducted by Tutal, Sortwell, and Boke, which confirms that active learning, cooperative learning, and formative assessment strategies are effective in improving student academic achievement and retention.

Thus, the Group Resume learning model can be recommended as an alternative science learning strategy in elementary schools, particularly for materials requiring conceptual understanding and group collaboration. This model not only improves students' cognitive learning outcomes but also fosters collaborative skills, critical thinking, and communication, which are essential competencies for the 21st century.

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