THE USE OF FACILITIES STRATEGY IN IMPROVING INDONESIAN STUDENTS' LANGUAGE LEARNING OUTCOMES

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ABSTRACT

The purpose of this study is to ascertain whether class IV students at SDN 90 Palembang are able to improve their learning outcomes in Indonesian language proficiency through the usage of learning facilities. A pre-experimental approach using a one-group pretest-posttest design was employed in this study. The sample method used in this study was non-probability sampling combined with a saturated sampling methodology, and the population consisted of all 24 class IV students at SDN 90 Palembang. The paired sample t-test is the analysis method employed in the study. The questionnaire instrument's t test analysis findings show that there areWith a significance level of 0.05 and a significant value of 0.000 (two tailed), the result is rejected and accepted since the significant value is less than 0.05 and 1.713. Concurrently, the hypothesis positing that the test questions on learning outcomes were significant (two-tailed) was rejected and accepted at a significance level of 0.05, since the significant value was 0.000 < 0.05 and 1.713. Thus, it can be said that class IV students at SD Negeri 90 Palembang are learning more Indonesian as a result of their use of the learning facilities.$30,310 > t_{(hitung)}$ $t_{(hitung)}$ $9,737 > t_{(tabel)}$ H_0 H_a $t_{(tabel)}$ H_0 H_a.

Keywords :_Learning Facilities, Learning Outcomes, Indonesian_

1. INTRODUCTION

Infrastructure and facilities are tools that support the educational process in schools by enabling students to meet their learning objectives. Bafadal's idea (Sitirahayu & Purnomo, 2021, p. 165) states that educational facilities include any furnishings, supplies, and equipment that are directly employed in the teaching and learning process in a school. Conversely, infrastructure refers to any essential equipment that subtly aids in the educational process in schools.

Purwanto (Ahsani, et al., 2021, p. 54) contends that pupils can learn more quickly and readily at a school with sufficient facilities, effective teaching methodologies, and well-trained teachers. Conversely, in the event that the educational resources offered by the school are insufficient, educators will not make use of them. As a result, it has an impact on student learning outcomes and will have an impact on Indonesian educational standards. Sufficient learning facilities are necessary to enable concentrated study in order to raise the caliber of education in Indonesia.

Learning facilities (Ahsani, et al., 2021, p. 54). is a very important component to support the learning process so that the learning process can run smoothly and comfortably. In this case, the learning process really requires facilities and infrastructure, the facilities and infrastructure in the school can be utilized by teachers and students throughout the learning process.

Utilizing existing learning facilities at school in the learning process can increase student learning motivation, thereby fostering enthusiasm for learning in students and influencing student learning outcomes during the learning process. Utilization of learning facilities in the teaching and learning processin schools, for example, using infocus, laptops and a learning environment that is appropriate to the teaching materials. Learning outcomes according to Nawawi (Susanto, 2019, p. 7) are the level of success of students in studying a subject at school, which is expressed in points obtained from the results of several tests in a particular subject. Meanwhile, learning outcomes, simply put, are the skills that children acquire after learning activities. Because learning itself is a process where a person tries to achieve relatively permanent changes in behavior. In learning activities, teachers usually set learning objectives.

If learning facilities are not utilized in the best possible way, it will cause problems such as what happened at SD Negeri 90 Palembang for class IV students. That there are students' summative scores in Indonesian language subjects which are still relatively low, not all class IV students in these subjects achieved the minimum completion that has been set, namely 68. Researchers found that only 20.8% of students completed Indonesian language subjects.

When conducting initial observations or more precisely when PPL took place at SD Negeri 90 Palembang, the researcher found the cause of the low student learning outcomes in this subject, namely that when the teacher explained the learning material in front of the class there were students who were not focused on the ongoing learning process, tend to be noisy, enjoy chatting with their friends, and feel uncomfortable in the classroom. This is caused by teachers who do not utilize the learning facilities at the school, such as not using learning equipment in teaching, for example projectors as learning media at the school.

The instructor can use or make use of the school's learning facilities during the teaching and learning process, which solves the problem. in order to inspire students' curiosity and drive for studying in order to attain the intended learning objectives. backed up by theory (p. 217 in Martini, Jaya, & Zam, 2023)Teachers must employ appropriate methods and media during the learning process, as

well as make proper use of learning resources, in order to accomplish high standards for education. Teachers must also be able to select instructional resources or media that meet the needs of their pupils in order for them to learn concepts clearly and efficiently.

Based on previous research conducted by(Sumbayak, 2022)with a discussion of learning facilities on student learning outcomes. The results found from this research state that there is a significant influence between learning facilities on the learning outcomes of class III students at SD Negeri 060938 Kec. Medan Johor 2021/2022 Academic Year. This is proven by the results of empirical r (0.449) theoretical r (0.423).>

Based on the above background, SD Negeri 90 Palembang has the problem of teachers not utilizing the existing learning facilities at school, resulting in relatively low Indonesian language learning outcomes. Based on relevant research studies, it can be concluded that learning facilities have an influence and can improve student learning outcomes. If learning facilities are utilized as well as possible during the learning process, this can also increase student learning motivation so that student learning outcomes can improve. From the conclusions above, the author is interested in conducting research entitled "Use of Learning Facilities in Improving Indonesian Language Learning Outcomes for Class IV Students at SDN 90 Palembang."

2. LITERATURE REVIEW

Understanding Learning Facilities

Facilities in the realm of education are something that physically exist, whether they are good or not, and that can facilitate learning and teaching (Habsyi, 2020, p. 15). As an illustration, consider the following: the PE center's lesson, the system management program's lesson, the books' lesson, the body's lesson, the

numerous laboratory demonstrations, and the statement "I can't do anything to support the process"

Facilities classes (Hidayana, 2021, p. 191) might be understood as something like to a strategy lesson or as something that can melmpelsmooth process teachings in a school. The following facilities must be provided for students to participate in easy study activities at Selmy School: all necessary equipment, materials, and robots for the education process; a study room; a melhe peleducation room; a melja room; and chairs so that students can walk in whatever clothes they choose. Every single day, I have to cook it. The PE facilities are given by the school. The lesson is perfectly fine. The fact that the school has PE facilities means that I can learn a valuable lesson and help pupils learn. Until I am able to give birth to a constellation that is truly global in scope.

Beside accompaniment As time goes on, Sopiatin (Astuti, Ts, & Sarsono, 2022, p. 26) melngelstate that the learning center's infrastructure is what's needed to be used for melsmooth physical education activities in the school. From PE classes to AP classes, education must be melNyelprovided with facilities that are only optimal for all students to learn in a comfortable, seamless manner and achieve the learning objectives.

So, pe facilitiesmbemy lessonare the facilities and infrastructure that must be in place in PE unitseducation at both formal and non-formal levels, becausena dejust the existence of PE facilitiesmbelesson can mempesmooth processs belearn meteaching and processs pembelessons can berwalk dejust smooth and livelyangry.

Various Learning Facilities

In terms of facilities peeducation, Bafadal(Habsyi, 2020, p. 191)mestep upgorikan facilities or facilities peeducation selike befollowing:

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1. Judging from whether it is used up or not, terenter:
    a. Pe means education that is used up, or the materials and tools used will run out in a short timer, meaning broom, marker, delete, and like that.
    b. Pe tools long-lasting education; or materials that can be used sete wayrus menerus over a long period of time, meaning computer, benches, and chairs.
2. Viewed from bergewhether the shelf is used or not, meinclude:
    a. Pe meansgood educationrgerack; namely benda-beyou can do itrack or movesuitable toneed, seperti lecome, bench, chair, and selike;
    b. Pe meansinadequate educationrgerack; namely benda-beyou can't or relatif is very difficult to move, sepemeaning land, buildings, wells, and so onlike that.
3. The relationship just the processs learn teach, include:
    a. Pe meansproper educationte direct wayget involved in the processs peeducation, sepemeans chalk, markers, PE toolssports, practice tools, and mehe peother education that teachers use when teachingteach.
    b. Pe meansproper educationte indirect wayget involved in the processs peeducation, seperti lelet.

Standards for Learning Facilities or Facilities

National Standard Peeducation (Sitirahayu & Purnomo, 2021, p. 166)
1. Seevery seI have to go to schoolhave the necessary facilitiescovers space tolas, se leadership roomschool, pe roomeducation, administration room, and education roommbeother lessons.
2. This facility is a must for meincludes perabot, perlecatch up, mehim, books, and sourcesr beother studies, serate of consumables.

It can be concluded that the standard of facilities or equipment islearn hereschool bePE tool looks likesupport the right onerpenuhi is in pe unitseducation, becausena te thingrsebut got mesupport the processs peeducate mebecome leit's better and I can do itstudent motivation in belearn seuntil the results arelearn my studentshigh.

Learning Facilities Function

The facilities must be understood by Pelwe, as Mel plays a significant and influential role in the processes PelweThe lesson is that it is possible to have a simple, straightforward delivery procedure that is both dynamic and seamless. Melin accordance with Sunadi and Mudhoffir (Hidayana, 2021, p. 193)Facilities that make it easier to facilitate activities or programs that help to adjust the processes that are learned and taught. Not only does it enable certain activities, but it also makes walking more energetic and physically fit. The strength of source-pe power-education is shown in Telmpat-Telnice Four. I want my students to become more conscientious and capable. Facilities are quite well-studied.It is vital to engage in activities that make currylna melleasier and more seamless.

Seaccompaniment just be As time goes by, Arsyad (Sitirahayu & Purnomo, 2021, p. 166) berpePe's opinion use of facilities learnhave several functions, meaning:
    a. Benefit of the facilities belearn can memperjepe weldingsan and information, which make it easy and improve the processs and results lesson.

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b. Increase students' attention, which can megive rise to motivation to belearn; And

c. Memberikan students toseopportunity to belearn sealonesuit dejust tohis wishes and tomy abilityreka.

Learning Facilities Indicators

According to Slamet (Astuti, Ts, & Sarsono, 2022, p. 26) complete the facility indicator belearn selike befollowing:

1. Tefour bestudy. Tefour bestudy comfortably at home toactivities tolas, the color of the walls is meinteresting, enough ventilation, and penlight.

2. Perabot pembelesson. Benda— perlewhat do you mean?learn mehelp my studentslewatch the pe stagesmbelesson, sepeunderstand meyes bestudy, chair bestudy, the lights are onstudy, bookshelf, lemari or bookshelves, and shelves sePatu.

3. Pe toolsmbelesson. Calculators, compasses, bows, and other writing tools, seor laptop or computerr and also infocus. It is very possible to belearn dejust finetethat's meuse seload tools.

4. Sourcerpeeducation. To mehelp students bestudy, book pelesson, accesss internet, radio, magazines or newspapers, and teleSe's visionload the cellphone, laptop, or computerr the terconnect tointerrnet can be used for mesuck its internet.

Meaccording to Dimyaiti and Mudjiono (Sitirahayu & Purnomo, 2021, p. 165), facilities can bestudy too mehave indicators, namely:

1. Means: mehe pembelesson, pelift pembelesson (book teks, reading books, practical tools, and writing tools), perlengkap seschool (room seschool, prayer room, prayer roomsenian, perlesport catch).

2. Infrastructure: my roadNuju sekolah, peneroom

Understanding Learning Outcomes

Results "make it level student outcomes in material study lessons in collage expressed in the scored s from te results introduction number of material lesson specific," according to Nawawi (Susanto, 2019, p. 7). Conversely, the basic outcome is a child who learns through activities and study and looks at their acquired capabilities. Curry Lee learned that I should make an attempt to improve my behavior in order to help others who are struggling with mental health issues. Typically, my teacher sets a goal for each tolPE activity or session.

Djamarah and Zain(Ananda & Hayati, 2020, p. 50) found that the results were learn is pestudent masterytowards the material the lesson that tebe a teacher when the processs teach belive. Semein the mean time, the results will be learn look to acquired capabilitiesroles individual setethat's the processs belearn to berlive, which can membeRikan Pechange good behavior pengeyou know, peunderstanding, attitude and ketestudent skills seuntil mebecome lebetter than sebegenerally.

It can be concluded from the explanations of the experts above, the results belearn meform pe levelindividual achievementsexperiencing pechange setethat's the processs belearn serta meincrease my insightgo through approach cognitive domain, afeactive, and psychomotor.

Factors That Influence Learning Outcomes

Teori Gelstall (Susanto, 2019, p. 14) claims that learning is a process that is perkembangan. This indicates that the natural way my child's body and soul are experiencing something positive for themselves or for the environment is a good thing. founded This original is also the outcome of learning to accomplish two tasks, specifically:

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1. From students, namely toable to beinternal thinking and behaviorleactual, motivation, interest, and intereststudents' readiness, both physically and spiritually.
2. From the environment, namely facilities and infrastructure, comptensi teacher, kreteacher activity, sourcer-sourcer bestudy, metodeserta environmental support, tooutside.

Learning Outcome Indicators

According to Bloom sehow in quotes (Ananda & Hayati, 2020, pp. 51-52) menjeweld the results belearn mecovers three domains, namely:

1. Afe realmactive mecover the goals belearn that relationship dejust mecall to come back knowledge and development to internal capabilities actual and to display.
2. A real active cover the goals be learn changes in attitudes, interests, values.
3. Psychomotor domain includes pechange my behaviorshow that students tethat's mempelearn totephysical manipulative skills tertentu It can be concluded, pre indicatorsstation belearn teshare meinto three parts, namely: the cognitive realm, the affective realmactive, and psychomotor domains.

Meaccording to Moore (Ricardo & Meilani, 2017, p. 194)outcome indicators beThere are three domains, namely:

1. Cognitive domain, including pengeyou know, pemahaman, peapplication, pestudy, peartificial, serta evaluation.
2. Real efective, mecover penerimaan, menanswered, and menefind value.
3. Psychomotor domain, mecover fundame*early movement, generic movement, ordinativemovement, creativemovement.*

Understanding Indonesian

The significance of Pelmbel's Indonesian language courses in PE units' education cannot be overstated, as they are a necessary component of education.In this manner, learners can acquire the skill of effective communication by learning how to suit the needs of the other person and make things simple for them.

Language education in Indonesiasia, especially in seelementary school, will terpeinfluence olehafour levels totedisplay berlanguage is selike befollowing: peunderstand meread, mewrite, bertalk, and meNdehang on. Tosociety's ability to beCommunication is very goodnting. Selike social creatures, humans will medo petalk and beexchange ideas dejust another human beingjust meuse se languagelike meDianya, okay methrough written and spoken language(Susanto, 2019, p. 244).

According to Subakti(Subakti & Handayani, 2021, p. 249)Indonesianvain can be used for memeasure toable to beI thinksepeople, both at a young age, remaja, or dewasa. Meget used to itjust the processs pembeIndonesian language lessonsvain secommon way in sekolah, teespecially in seelementary school, is te methodgood for meachieve this. Subakti me toonjeweld that belearn Indonesianit must be understood semy wayNyefall and becometogether so that the other person can talk to meunderstand what is being said. For this reason, pembeIndonesian language lessonsvain in seelementary school and semy schoolneit doesn't have to be doneconsistent wayn.

Language Learning Goals

Atmazaki (Ali, 2020, p. 41)berpegot mengereach your destinationmbeIndonesian language lessonsdrain. In pe's eyesIndonesian language lessonsin vain, the goal is for students to bercommunication seway efeactive and ephysien sesuit dengan etika who bebehaved, welloral and

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written methods; meappreciate and be proud of meuse Indonesian selike pe language unit and because; meunderstand Indonesian and use it just and creative to various purposes.

Ningrum(Ibda, 2022, p. 7)also berpegot mengenai pembeIndonesian language lessonsvain, pembeIndonesian language lessonsvery goodrpeinfluence in peeducation in seschool. My languageplay peran peimportant in the processs pekare educationna language berpurpose selike petake me and meteach efour totebasic skills: bertalk, melisten, meread, and mewrite. In order to get arousedhappens communication and intergood raksi, keethe four are very goodimportant for the processs pembelesson.

Purpose Indonesian language education in elementary school is for upgrade to display beIndonesian languageSia students dejust memperconsider the function of se languagelike a tool think and bercommunication that memake it possible perkeinternal thinkingleactual, eemotional and social. My languagedo a lot of things in tohuman life, tergo inside intoactivities sedays, becausena language is the most important communication tool efeactive. Language is usually used in two ways: spoken and written(Armariena & Prasrihamni, 2022, p. 919).

It can be concluded that the purpose of pembeIndonesian language lessonssia namely pembelesson that berperan peimportant in the world of PEeducation, that's mewant seevery student can bercommunication, meread, melisten, and mewrite dejust be good and benar. That's fineverbal or verbal methodrwrite seuntil memake people who are meI read wellNdeI can tell youit's just easy for meunderstand what is being said.

3. RESEARCH METHODS

Metode which is used in penethis litian is metodepre-eksperimen. Desain peneThis litian is one-pre grouptest-posttest.

PeneThis research was carried out at SD Negeri 90 Palesis. Jl. KHA. Azhari Lr. Rawo-rawo, 14 Ulu, Kec. Seberang Ulu II, Pale CityMs Prov. Sumatrara Selat.

The populace of PelnelSeldrop students intollas IV is this litian. SD Nelgelri 90 Palelsis is a group of twenty-four individuals. Pelpick it upll on Pelnel, TelknikThis study used non-probability sampling, which is simply a sampling technique, according to Noah. Simply said, Noah is Pick it up to the thermometer. Every individual within the population is considered a sample (Khudriyah, 2021, p. 49)

Validity and retestabilities were the two tests that were conducted, according to the instrument test results.High validity instruments are those that have a high degree of validity; in contrast, lower validity instruments have acceptable re-validity. When an instrument is able to measure what you want it to measure, it is considered valid (Arikunto, 2019, p. 211). Sugiyono (2019, p. 209) states that probabilities are utilized for melmeasurement and melproduction of the same data outcomes (consistentln).

In this normality test peneliti meusing SPSS 22, namely the Kolmogorov Smirnov test at a significance level of 5% dejust a critiqueria selike befollow(Sugiyono, 2019, p. 114).

a. If the significance is 0.05 then the data is not significant ≤ rnormal distribution.

b. If the significance is 0.05 then the data will be>rnormal distribution.

On peneThis research is a hypothesis testThe system used is the Pair test*d arrivedl t-test*, test this meform a metodepehypothesis testingsis where the data used is not validbus (berpair). The most se characteristicsring ditemui in that caserpair is one individual (objek

penelitian) dikenai 2 pethe right behaviorrbeyes.

Befollow for metesting the hypothesissis is used dewith the help of the SPSS ve applicationrsi 22. Basic petake it toverdict compared de t_{hitung} that's all t_{tabel} with a significance level of 5% dejust df = N-1.

As for the mortgagethe big sisneliti use on peneThis research is:

If , then it is rejected or closedt_{hitung} > t_{tabel}H$_0$ H$_a$rhyme.

If , then te$t_{hitung} \leq t_{tabel}H_0$ rhymed or rejected.H$_a$

4. RESULTS AND DISCUSSION

From the results great research do it, the results will be learn meincrease that's it Pemy behavioruse PE facilities. This lesson can be seen from the average score of the questionnaire and tes result bestudy in pretest and posttest. Pre-test results. Angket 38.16 and the result bestudied 50.89 and average postteSt. Angket 69.2 meanwhile results be study 94.16.

Table 1. Data from Questionnaire Validity Test Results

Question Items	r_{hitung}	r_{tabel}	Information
1	0.447	0.344	Valid
2	0.585	0.344	Valid
3	0.621	0.344	Valid
4	0.388	0.344	Valid
5	0.363	0.344	Valid
6	0.492	0.344	Valid
7	0.538	0.344	Valid
8	0.567	0.344	Valid
9	0.820	0.344	Valid
10	0.563	0.344	Valid
11	0.411	0.344	Valid
12	0.410	0.344	Valid
13	0.383	0.344	Valid
14	0.404	0.344	Valid
15	0.607	0.344	Valid
16	0.451	0.344	Valid
17	0.380	0.344	Valid
18	0.470	0.344	Valid
19	0.510	0.344	Valid
20	0.344	0.344	Valid

Berbased on my validity test analysisvia the SPSS 22 application, on the tabl above can be seen from the 20 PE itemsAngke's statementt that tegive it a try33 students toLas VI SDN 90 Palesis, angket tersebut declared valid becausena > then angke r_{hitung} r_{tabel} t tersebut suitable for use in penelitian.

Table 2. Data from the Validity Test of Learning Results

Question Items	r_{hitung}	r_{tabel}	Information
1	0.528	0.344	Valid
2	0.738	0.344	Valid
3	0.528	0.344	Valid
4	0.514	0.344	Valid
5	0.514	0.344	Valid

Based on my validity test analysis via the SPSS 22 application, on the tabl above can be seen from the 5 questions asked give it a try 33 students toLas VI SDN 90 Palembang, that's the question declared valid because > then questionnaire r_{hitung} r_{tabel} t the suitable for use in research.

Table 3. Questionnaire reliability test

Cronbach's Alpha	N of Item
,805	20

Based on table above, you can see the pre-testte abilities facing 20 points Angke's statementt pe facilitiesmbelessons carried out dejust meusing Cronbach's Alpha, namely sebesar 0.805. It's meshow reliabilities deonly very high levelliabel, seto the instrumentnt said reliability or consistencyn.

Table 4. Reliability Test of Learning Results

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Cronbach's Alpha	N of Item
,465	5

Based on table above, you can see the pre-testte abilitiesfacing 5 questions tes result be learn Indonesianwhat's wrong with dejust meusing Cronbach's Alpha, namely sebesar 0.465. It's meshow reliabilities dejust enough levelliabel, seto the instrumentnt said reliability or consistencyn.

Statistical Test Results

Berbased on pecalculation of the collected datarolesh meindicates the presence of pelevels and can be seen in the tablebelow this.

Table 4. Pre-test Results

No	Name	Mark	Persentase	Kritefun
1	AP	41	51.25 %	Sedang
2	A	34	42.5 %	Sedang
3	AD	41	51.25 %	Sedang
4	AO	35	43.75 %	Sedang
5	AOK	37	46.25 %	Sedang
6	D.P	37	46.25%	Sedang
7	ES	40	50 %	Sedang
8	F	35	43.75%	Sedang
9	FHB	38	47.5 %	Sedang
10	F	39	48.75 %	Sedang
11	H	34	42.5 %	Sedang
12	J.M	33	41.25 %	Sedang
13	MDM	36	45%	Sedang
14	E	38	47.5 %	Sedang
15	MFS	34	42.5 %	Sedang
16	M.F	39	48.75 %	Sedang
17	MR	40	50%	Sedang
18	M.A	31	38.75 %	Reokay
19	N	42	52.5 %	Sedang
20	N.P	44	55%	Sedang
21	NMA	45	56.25%	Sedang
22	R	35	43.75 %	Sedang
23	RS	49	61.25 %	Tall
24	Q	39	48.75 %	Sedang
Amount		**916**		
Average value		**38.16**		

Based on table pre*test* above the What students do can be seen from the average score of the questionnaire resultst sebehaven't done it yetRikan Pebehavior sebesar 38.16. There are 22 children who are meanswered peAngke's statementt pre*test*deJust Kategori sedang dejust the initials of AP and AD memperolesh se valuebesar 41, the initials of the child bename A, H, MPS memperolesh se valuebesar 34, the initials of the child bename AO, F, R memperolesh se valuebesar 35, the initials of the child beName AOK and DP memperolesh se valuebesar 37, son of dejust the initial ES and MR memperolesh value 40, initials FHB and Emeget se valuebesar 38, child who beinitials F, MF, and T meget se valuebesar 39, son of dejust the initials JM meperolesh se valuebesar 33, initials MDM memperolesh value 36. SeDangkan, son dejust the initials N meperolesh se valuebesar 42, son of dejust the initials NP dewith a score of 44 and child dejust my initials NMAget se valuebesar 45. Seche continued, 1 child was meanswered peAngke's statementt pre*test*deJust Kategori rendah is a child who isinitials MA memperolesh se valuebesar 31, and 1 child who is meanswered peAngke's statementt pre*test*deJust Katehigh gori that beinitials RS dengenperoleshan se valuebesar 49.

Table 5. Pre-test results study

No	Name	Mark	Kritefun
1	AP	80	Good
2	A	40	Fail
3	AD	40	Fail
4	AO	20	Fail
5	AOK	60	Not enough
6	D.P	60	Not enough
7	ES	80	Good
8	F	20	Fail
9	FHB	60	Not enough
10	F	80	Good

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11	H	20	Fail
12	J.M	40	Fail
13	MDM	20	Fail
14	E	20	Fail
15	MFS	80	Good
16	M.F	60	Not enough
17	MR	60	Not enough
18	M.A	60	Not enough
19	N	60	Not enough
20	N.P	60	Not enough
21	NMA	20	Fail
22	R	60	Not enough
23	RS	80	Good
24	Q	40	Fail
Amount		**1220**	
Average value		**50.83**	

According to the pre-test table above the What the pupils do is evident from the average score of the five questions they ask, which amounts to 50.83 for the conduct of not having done anything yet. There are five children who are expecting; perhaps, the good outcomes will be Initials A, ElS, F, MFS, and RS are good studies that adjust the SE value to belsar 80. Then she went on to say that ten kids failed the tel consisting of A, AD, JM, and T, which means that they melget a value of twenty telrstands from belbel.Which initials are these? Nine children, including AO, F, H, MDM, El, NMA, and others, received less criticism from Belbel.what percentage of kids simply know their initials—AOK, DP, FHB, MF, MR,MA, N, NP, and Rget se valuebesar 60.

Table 6. Post-test results

No	Name	Mark	Persentase	Kritefun
1	AP	68	85 %	Very high
2	A	71	88.75 %	Very high
3	AD	68	85 %	Very high
4	AO	69	86.25 %	Very high
5	AOK	72	90 %	Very high
6	D.P	74	92.5 %	Very high
7	ES	69	86.25 %	Very high
8	F	68	85 %	Very high
9	FHB	70	87.5 %	Very high
10	F	64	80 %	Tall
11	H	69	86.25 %	Very high
12	J.M	67	83.75 %	Very high
13	MDM	70	87.5 %	Very high
14	E	70	87.5 %	Very high
15	MFS	70	87.5 %	Very high
16	M.F	71	88.75 %	Very high
17	MR	68	85 %	Very high
18	M.A	70	87.5 %	Very high
19	N	70	87.5 %	Very high
20	N.P	71	88.75 %	Very high
21	NMA	69	86.25 %	Very high
22	R	66	82.5 %	Very high
23	RS	66	82.5 %	Very high
24	Q	71	88.75 %	Very high
Amount		**1661**		
Average value		**69.2**		

Based on table postte*st* above the teWhat students do can be seen from the average score of the questionnaire resultst that terstands from 20 pestatement sealready doneRikan Pebehavior sebesar 69.2. TeThere were 23 students who were interestedenter the criteriaRia Angket in katevery high categories include, AP, AD, F, MR dejust the SE valuebesar 68, son who memperolesh 71 grades include A, MF, NP, T, children who are memperolesh value 69, namely AO, ES, H, NMA. Selook after the child who isinitials AOK meget se valuebesar 72,

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initials DP meget se valuebesar 74. Secdang FHB, MDM, E, MFS, MA, and N,meget a score of 70, initials JM memperolesp 67 and the initials R and RS memperolesh value 66 and 1 person dejust a critiqueRia is tall dejust the initial F the value is determinedrolesh sebesar 64.

Table 7. Posttest results result bestudy

No	Name	Mark	Kritefun
1	AP	100	Very good
2	A	100	Very good
3	AD	100	Very good
4	AO	80	Good
5	AOK	100	Very good
6	D.P	80	Good
7	ES	100	Very good
8	F	100	Very good
9	FHB	100	Very good
10	F	100	Very good
11	H	80	Good
12	J.M	80	Good
13	MDM	100	Very good
14	E	100	Very good
15	MFS	100	Very good
16	M.F	100	Very good
17	MR	80	Good
18	M.A	100	Very good
19	N	80	Good
20	N.P	100	Very good
21	NMA	100	Very good
22	R	100	Very good
23	RS	100	Very good
24	Q	80	Good
Amount		**2260**	
Average value		**94.16**	

Based on table postte*st* above the What students do can be seen from the average score of the test results the consists of 5 question already done behavior sebesar 94.16. There were 7 students who were interest the criteriahappy results beGood students include AO, DP, H, JM, MR, N, and T memperolesh se valuebesar 80, and 17 students dejust a critiqueria is very good teself from AP, A, AD, AOK, ES, F, FHB, F, MDM, E, MFS, MF, MA, NP, NMA, R, and RS are meget a score of 100.

Normality Test Results

In this normality test peneliti meusing SPSS 22, namely the Kolmogorov Smirnov test at a significance level of 5% dejust a critiqueria selike befollow(Sugiyono, 2019, p. 114).

c. If the significance is 0.05 then the data is not significant ≤ rnormal distribution.
d. If the significance is 0.05 then the data will be>rnormal distribution.

Table 8. Normality Test Results of Learning Outcomes

	Unstandardized Residual
N	24
Normal Parameters Mean	.0000000
Std. Deviation	4.14167621
MostExtremeDifferences Absolute	.116
Positive	.116
Negative	-.070
Test Statistics	.116
Asymp Sig.(2-tailed)	.200[c.d]
MonteCarlo Sig. (2-tailedd) Sig.	.866[e]
.99% ConfidencenceInterrval Lower Bound	
Upper Bound	,857
	,875

Based on the output above, test normalit use metode *Kolmogorov Smirnov*. On the basis of the results penelitian tothe verdict in the Kolmogorv Smirnov normality test is: If the significance is 0.05 then the data is not significant ≤ normal distribution. If the significance is 0.05 then the data will be>rnormal distribution. The results of the significance value 0.866 that's all that's itvariable decayl significant value of the normality test better of 0.05 then normal distribution.

Table 9. Normality Test Results of Learning Outcomes

	Unstandardized Residual
N	24
Normal Parameters Mean	.0000000
Std. Deviation	21.42187205
MostExtremeDifferences Absolute	,192
Positive	.113
Negative	
Test Statistics	-.192
Asymp Sig.(2-tailed)	,192
MonteCarlo Sig. (2-tailedd) Sig.	
.99%	.023[c.]
ConfidenceInterrval Lower Bound	.303[d]
Upper Bound	
	,291

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	,315

Based on the output above, test normality use metode *Kolmogorov Smirnov*. On the basis of the results research the verdict in the Kolmogorv Smirnov normality test is: If significance) is 0.05 then the data is not significant $\leq$ rnormal distribution. If the significance is 0.05 then the data will be $>$ rnormal distribution. The results of the significance value sebesar 0.303 dethat's allthat's itvariable decayl significant value of the normality test lebetter besar of 0.05 then bernormal distribution.

Hypothesis testing

Next, test the hypothesis The system used is the Pair test*d arrivedl t-test*, test this meform a metodepehypothesis testingsis where the data used is not validbus (berpair). The most se characteristicsring ditemui in that caserpair is one individual (objek penelitian) dikenai 2 pethe right behavior eyes. Basic take it to decision

Ha : Yes peinfluence sesignificant way peuse of PE facilitiesmbelesson in meincrease results belearn IndonesianSia students towelding IV SDN 90 Palembang.

Ho: No peinfluence sesignificant way peuse of PE facilitiesmbelesson in meincrease results belearn IndonesianSia students towelding IV SDN 90 Palembang.

Table 10. Questionnaire Hypothesis Test

Paired Samples Test								
	Paired Differences							
				95% Confidence Interrval Of The Difference				
	Mean	Std. Deviation	Std. Eerror Mean	Lower	Upper	Q	Df	Sig. (2-tailedd)
Pair 1 Pretest - Posttest	-31.04167	5.01718	1.02413	-33.16024	-28.92310	-30,310	23	,000

Based on table above know the sig value. (2-tailed) on pair 1 pretest – posttest, namely 0.000 < 0.05. If it is 1.713 then it is rejected and tested t_{hitung} 30,310 > t_{tabel} H_0 H_a rhyme. It can be concluded that there is perfect use of PE facilities lesson facing the results be learn Indonesian students to IV SD Negeri 90 Palembang.

Table 11. Hypothesis Testing Learning Results

Paired Samples Test								
	Paired Differences							
				95% Confidence Interrval Of The Difference				
	Mean	Std. Deviation	Std. Eerror Mean	Lower	Upper	Q	Df	Sig. (2-tailed d)
Pair 1 Pretest - Posttes	-43.33333	21.80281	4.45048	-52.53985	-34.12682	-9,737	23	,000

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t							

based on table above know the sig value. (2-tailedd) on pair 1 pretest – posttest, namely $0.000 < 0.05$. If it is 1.713 then it is rejected and tested t_{hitung} $9,737 >$ t_{tabel} $H_0 H_a$ rhyme. It can be concluded that there is peaffect peuse of PE facilities lesson facing the results belearn Indonesian students to IV SD Negeri 90 Palembang.

5. CONCLUSION

Based on appropriate data research findings from the Acquisition. This was conducted at SDN 90 Palembang. Based on the analysis and processing of data conducted by the researcher, it can be stated that using sports facilities can help students learn Indonesian more effectively and achieve higher results in class IV of SDN 90 Palembang. This statement can be verified only based on the paired t-test findings obtained, especially the Angket hypothesis value which is only significant (2 tailed) at the 0.05 significance level. When the significant value is smaller than 0.05 and 1.713, the result t_(count) $30.310 >$ t_(table) H_0 H_alrhyme, which leads to rejection. While the acquisition of the hypothesis, learning outcomes are only significant (2 tailed) of 0.000 with a significance level of 0.05 because. Because the significant value of $0.000 < 0.05$ and 1.713, it is rejected and tcount (count) $9.737 >$ ttable (table) H_0 H_accepted. thus it can be concluded that there is an effect of the use of PE learning facilities in improving the learning outcomes of Indonesian language of fourth grade students of SD Negeri 90 Palembang.

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