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Implementation of a Quantum Teaching Framework Based on Authentic Observation to Optimize Skills in Writing Observation Report Texts

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ABSTRACT
This study aims to describe the implementation of the Quantum Teaching model—based on authentic observation—and its impact on improving the skills of eighth-grade students (class VIII B) at SMP Negeri 2 Batu in writing observation report texts. This classroom action research was conducted in September 2026, consisting of a pre-cycle and two subsequent cycles, involving 32 students. The intervention followed the TANDUR syntax (Tumbuhkan—Cultivate, Alami—Experience, Namai—Name, Demonstrasikan—Demonstrate, Ulangi—Repeat, and Rayakan—Celebrate), integrated with direct observation within the school environment and a "Pop-Up Gallery Walk" technique. Cycle I focused on understanding the structure of the text and developing an outline based on observations, while Cycle II focused on more targeted data collection, individual text composition, and poster presentations. Data were gathered through writing tests, student worksheets, poster assessments, observations, and documentation, then analyzed using descriptive quantitative methods—specifically calculating mean scores, classical mastery rates, and N-gain. The results indicate that the mean score for writing observation report texts increased from 64.69 in the pretest to 80.84 in the posttest (N-gain of 0.46, categorized as medium), with the classical mastery rate rising from 15.63% to 81.25%. The mean scores for the first and second student worksheets were 79.63 and 94.31, respectively, while the poster assessment yielded a mean score of 87.88. Authentic observation provided factual material for writing, while individual composition and the Gallery Walk helped students process and present their findings. However, six students who achieved mastery in the group poster task did not reach the mastery threshold in the individual posttest, suggesting that their independent writing skills still require further guidance.

Keywords: quantum teaching, authentic observation, writing skills, observation report text

Penerapan Kerangka *Quantum Teaching* Berbasis Pengamatan Otentik untuk Mengoptimalkan Keterampilan Menulis Teks Laporan Hasil Observasi

ABSTRAK
Penelitian ini bertujuan mendeskripsikan penerapan model *Quantum Teaching* berbasis pengamatan autentik dan peningkatan keterampilan menulis teks laporan hasil observasi (LHO) peserta didik kelas VIII B SMP Negeri 2 Batu. Penelitian tindakan kelas ini dilaksanakan pada September 2026 melalui prasiklus dan dua siklus dengan subjek 32 peserta didik. Tindakan mengikuti sintaks TANDUR (Tumbuhkan, Alami, Namai, Demonstrasikan, Ulangi, dan Rayakan) yang dipadukan dengan pengamatan langsung di lingkungan sekolah dan teknik *Pop-Up Gallery Walk*. Siklus I berfokus pada pemahaman struktur teks dan penyusunan kerangka berdasarkan hasil pengamatan, sedangkan siklus II berfokus pada pengumpulan data yang lebih terarah, penulisan teks secara individu, dan penyajian poster. Data dikumpulkan melalui tes menulis, LKPD, penilaian poster, observasi, dan dokumentasi, kemudian dianalisis secara deskriptif kuantitatif melalui nilai rata-rata, ketuntasan klasikal, dan *N-gain*. Hasil penelitian menunjukkan bahwa nilai rata-rata menulis teks LHO meningkat dari 64,69 pada pretest menjadi 80,84 pada posttest (*N-gain* 0,46; kategori sedang), dengan ketuntasan klasikal naik dari 15,63% menjadi 81,25%. Nilai rata-rata LKPD 1 mencapai 79,63, LKPD 2 mencapai 94,31, dan poster mencapai 87,88. Pengamatan autentik menyediakan bahan tulisan yang faktual, sedangkan penulisan individu dan *Gallery Walk* membantu peserta didik mengolah dan menyampaikan hasil pengamatan. Namun, enam peserta didik yang tuntas pada poster kelompok belum tuntas pada posttest individu, sehingga kemampuan menulis mandiri masih memerlukan bimbingan lanjutan.

Kata kunci: quantum teaching, pengamatan autentik, keterampilan menulis teks, laporan hasil observasi

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INTRODUCTION

Text-based Indonesian language instruction positions writing as a productive skill, requiring students to develop ideas into systematic texts that adhere to linguistic conventions. One type of text that can be used to practice this skill is the Observation Report (Laporan Hasil Observasi/ LHO). An LHO presents factual information based on the objective and structured observation of an object (Fernanda et al., 2026). Consequently, the ability to write an LHO requires not only an understanding of the text's structure but also the skills to observe, take notes, process information, and convey it in written form. Larassati et al. (2024) explain that writing an LHO involves organizing ideas, using appropriate language, and detailing the results of observations. Meanwhile, Sapitri et al. (2025) found that eighth-grade students still face challenges regarding content, structure, vocabulary, language use, and the mechanics of writing. These findings indicate that writing an LHO requires the mastery of several interconnected competencies.

The challenges associated with writing skills relate not only to a student's ability to construct sentences but also to the process of acquiring the information that will be developed into a text (Bora, 2023). In LHO instruction, the information presented should be derived from facts gathered through the observation of an object. However, an instructional approach that relies heavily on teacher explanations and the completion of student worksheets may limit opportunities for students to engage in direct, hands-on observation. As a result, students may struggle when tasked with transforming information into a factual, detailed, and systematic text. Siagian et al. (2025) demonstrate that the application of experiential learning can enhance the LHO writing skills of eighth-grade students. Similarly, Arya et al. (2023) found that project-based learning can improve the quality of LHO writing by engaging students in authentic and contextual activities. Both studies reinforce the importance of direct experience as a foundation for developing writing skills. Beyond the ability to produce written work, Indonesian language instruction also provides students with opportunities to convey and communicate the information they have acquired. In the context of learning to write LHO, the act of presenting one's observations serves as a key component in supporting the development of comprehensive language proficiency. Nevertheless, some students still experience nervousness when required to present their work before others. Mustamir (2024) identifies the fear of negative evaluation as a factor linked to speaking anxiety among language learners in Indonesia. Quvanch et al. (2024) further explain that speaking anxiety is associated with specific levels of anxiety, underlying causes, and strategies for managing it. Although these studies focus on English language learning, their findings offer a basis for understanding the importance of a learning environment that fosters students' confidence in sharing information.

The need for instruction that provides direct, hands-on experience while fostering student engagement and self-confidence necessitates the selection of an appropriate pedagogical model. One such model is "Quantum Teaching," implemented through the TANDUR framework—an acronym for Tumbuhkan (Grow/Cultivate), Alami (Experience), Namai (Name/Identify), Demonstrasikan (Demonstrate), Ulangi (Repeat/ Review), and Rayakan (Celebrate) (DePorter et al., 1999). This framework offers a structured approach that enables students to build interest, gain experience, grasp concepts, showcase learning outcomes, review material, and receive recognition. Werdiningtyas (2021) demonstrated that applying Quantum Learning via the TANDUR technique can enhance students' writing skills, while Susanti and Zulham (2025) found that Quantum Teaching contributes to increased self-confidence among junior high school students. Most closely related to this study is the research by Jayanti et al. (2026), which examined the impact of Quantum Teaching on the ability of vocational high school (SMK) students to write LHO (observation report) texts. These findings suggest

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that the TANDUR framework is a viable pedagogical approach that addresses not only learning outcomes but also the learning process and student engagement.

The relevance of this model is evident in the Indonesian language instruction for class VIII-B at SMP Negeri 2 Batu. Preliminary observations indicate that students show a strong interest and enthusiasm for Indonesian language lessons, particularly when activities are conducted in small groups or involve interactive elements such as quizzes or educational games. Furthermore, the students' foundational understanding of LHO texts is reasonably good. However, initial diagnostic assessments reveal an uneven distribution of practical writing experience: while 48.8% of the respondents have read LHO texts, they have never written one, whereas approximately 48% have experience in both reading and writing such texts. This disparity is also reflected in the pretest results, where only five out of 32 students (15.63%) met the established learning objective achievement criteria (KKTP). This situation indicates that an understanding of the subject matter does not necessarily translate into the ability to apply it through writing.

Initial observations also reveal that most students feel nervous when asked to present their work in front of the class. This suggests that the challenges in the learning process are not limited to writing skills alone, but also encompass the confidence required to communicate one's work. Therefore, an instructional approach is needed that provides all students with the opportunity to engage in direct observation, develop information into written text, and share their work in a more comfortable environment. In this study, a "Gallery Walk" activity is employed as an alternative during the "Demonstrate" phase. Through this activity, students can explain their work to other groups within a small-group setting, rather than having to deliver a presentation before the entire class.

Given these issues, the implementation of the Quantum Teaching model—utilizing the TANDUR framework and authentic observation—was selected as an intervention to improve both the process and the outcomes of writing LHO texts. Authentic observation allows students to gather information from real-world objects to serve as content for their writing, while the TANDUR framework guides the learning process—from sparking interest to providing appreciation for the students' work. Unlike the study by Jayanti et al. (2026), which was conducted in a vocational high school (SMK), this study integrates the TANDUR framework with authentic observation and a "Gallery Walk" activity within a classroom action research design at the junior high school (SMP) level. Previous studies involving direct observation—such as those by Putri et al. (2026) and Pasaribu & Ramadhan (2025)—were either conducted in senior high schools (SMA) or focused solely on needs analysis, without incorporating the Quantum Teaching model. This research design examines not only the final learning outcomes but also the iterative improvements made to the instructional approach across successive cycles. This integration is expected to help bridge the gap in practical writing experience and boost students' confidence in presenting their observations.

Based on this, the issues addressed in this study pertain to the learning process and its outcomes. The research questions are as follows: (1) How is the Quantum Teaching model—based on authentic observation and the TANDUR framework—implemented in the instruction of writing LHO texts for class VIII B at SMP Negeri 2 Batu? (2) How do the writing skills of class VIII B students at SMP Negeri 2 Batu improve following the implementation of the Quantum Teaching model based on authentic observation?

In line with these research questions, this study aims to describe the implementation of the Quantum Teaching model—incorporating authentic observation and the TANDUR framework in the instruction of writing LHO texts for class VIII B at SMP Negeri 2 Batu. This includes an examination of how each stage creates space for student engagement and fosters the confidence required to present their work.

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Furthermore, this study aims to describe the improvement in students' skills in writing LHO (observation report) texts following the implementation of the intervention. Through the application of this model, instruction is directed toward enabling students to gain direct observational experience, process information into systematic written text, and develop the confidence to present their work.

This research is expected to contribute both theoretically and practically to the development of Indonesian language instruction, specifically regarding the teaching of LHO text-writing skills. Theoretically, the findings are intended to enrich the discourse on the application of the Quantum Teaching model—utilizing the TANDUR syntax and grounded in authentic observation—as an instructional alternative that integrates direct experience, writing skills, active learning, and student self-confidence. Practically, this study is expected to benefit students by providing more concrete and meaningful learning experiences, enhancing their ability to construct texts based on observed facts, and fostering the courage to communicate their work.

To provide a conceptual foundation for the actions implemented, this study is supported by a theoretical framework concerning the skill of writing LHO texts, authentic observation, and the Quantum Teaching model—specifically its TANDUR syntax. These three aspects serve as the basis for understanding the relationship between the process of acquiring information through observation, the development of that information into written text, and the active engagement of students in communicating their work.

The skill of writing an LHO text refers to a student's ability to present factual information—derived from observing an object—in an objective and systematic manner, in accordance with linguistic conventions. This skill requires more than just the ability to construct sentences; it involves identifying an object, gathering facts, organizing information, and synthesizing it into a coherent piece of writing. Larassati et al. (2024) explain that LHO writing skills encompass the ability to organize ideas, employ appropriate language, and articulate the findings from an observation. Meanwhile, Sapitri et al. (2025) identify content, structure, vocabulary, language usage, and writing mechanics as areas where students often encounter difficulties when composing LHO texts. Based on this understanding, the LHO writing skill in this study is defined as the ability to produce a text grounded in factual observations, while attending to these five assessment criteria. The development of this skill is facilitated through direct observational experiences, ensuring that students possess concrete information to serve as the basis for their writing.

The quality of an LHO text is heavily dependent on the data available to the writer; therefore, the method by which students acquire this data becomes a crucial component of the learning process. This study employs the term "authentic observation" to describe the act of observing real-world objects firsthand. This term is derived from the concept of "authentic learning"—an approach that enables students to explore, discuss, and construct concepts in a meaningful way by engaging with real-world problems relevant to their own lives (Astuti & Baysha, 2018). A primary characteristic of authentic learning is its inherent connection to the real world. This characteristic aligns with the function of an LHO text, which is to convey the results of observations regarding objects or events in a systematic, structured, and objective manner (Pasaribu & Ramadhan, 2025). Accordingly, "authentic observation" in this study is defined as an activity in which students directly observe real-world objects within the school environment—such as the library, canteen, parking area, reading corner, or a mini-garden—and record factual details using an observation sheet to serve as source material for their writing. This approach differs from instruction that relies solely on teacher explanations and pre-existing sample texts.

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Several studies indicate that direct observation positively influences the quality of observation report texts. Hidrayana et al. (2021) demonstrated that utilizing the environment as a learning resource effectively enhances students' ability to write observation reports, particularly regarding content. Putri et al. (2026) explained that by focusing on objects from their immediate surroundings, students are able to produce writing that is concrete rather than abstract. Through a process of observation, data recording, discussion, and revision, the average score for observation report writing among the high school students in that study increased from 72 in the first cycle to 90 in the second cycle. However, direct observation does not guarantee success on its own. Pasaribu & Ramadhan (2025) found that when seventh-grade junior high school students conduct observations outside the classroom, they require clear observational guidelines, sample reports, and post-observation guidance. Therefore, the authentic observation process in this study is supported by an observation sheet—which outlines the specific data components to be recorded—as well as teacher guidance during the phase where the collected data is synthesized into a written text.

To ensure that authentic observation does not merely remain an act of data collection, a pedagogical framework is required to guide students from experience toward writing. One such framework is Quantum Teaching, which utilizes the TANDUR. DePorter et al. (1999) define TANDUR as a sequence that begins by cultivating interest and providing experiences before concepts are formally named; this is followed by opportunities for students to showcase their learning outcomes, reinforce their knowledge, and celebrate their achievements. Werdiningtyas (2021) indicates that the application of the TANDUR technique can enhance students' writing abilities, while Susanti & Zulham (2025) find that Quantum Teaching can help boost students' self-confidence. In this study, the TANDUR stages are integrated with authentic observation and the Gallery Walk technique. Concrete experiences are provided during the Experience stage through activities such as assembling text segments and critically analyzing observational data, while the Name stage is used to formulate the structure and linguistic rules for LHO texts. The Demonstrate stage involves observing real-world objects within the school environment—applying the previously acquired understanding—followed by drafting texts and presenting the results via a Gallery Walk. The Repeat stage entails reviewing the data-processing workflow and refining written work based on feedback, while the Celebrate stage is realized through the appreciation of both the learning process and the final outcomes.

METHOD

This study is a Classroom Action Research (CAR) project employing a descriptive quantitative approach. CAR was selected because the research is conducted by a teacher aiming to improve instructional practices within their own classroom through iterative cycles of action (Arikunto et al., 2015; Razak, 2017; Abubakar, 2021). Each cycle consists of planning, action, observation, and reflection, following the CAR model developed by Kemmis and McTaggart (Kemmis et al., 2014). The research was conducted at SMP Negeri 2 Batu in September 2026, coinciding with the Field Experience Practice (PPL) component of the Teacher Professional Education (PPG) program.

The subjects of the study were 32 students from class VIII B. The intervention employed the Quantum Teaching model, utilizing the TANDUR framework, integrated with authentic observation of objects within the school environment and a "Gallery Walk" technique during the "Demonstrate" (Demonstrasikan) phase.

The study spanned four sessions, each lasting 3 × 40 minutes. Each session was structured according to the "Lesson Study" cycle (plan–do–see), involving an Indonesian language teacher as an observer. The first session served as a pre-cycle phase, during which instruction followed a Problem-Based Learning model—incorporating a "Rotating Table" (Meja Berputar) activity—and

students' baseline writing proficiency was assessed via a pretest. Cycle I took place during the second session, following the TANDUR framework: students worked in heterogeneous groups to assemble LHO text puzzles, identified the text structure, conducted a "School Safari" to observe objects on campus, and developed an outline for their observation report texts using mind maps. Based on reflections from Cycle I, Cycle II was carried out during the third and fourth sessions. The third session focused on more targeted field data collection—facilitated by a student worksheet (LKPD 2)—and the individual drafting of observation report texts (serving as a posttest). The fourth session focused on collaborative group work, where students created posters based on their observation reports and presented them through a "Pop-Up Gallery Walk."

The research data include pretest (pre-cycle) scores, scores from Student Worksheet 1 (Cycle I), and scores from Student Worksheet 2, the posttest, and posters (Cycle II), as well as observations of the learning process and documentation. Both the pretest and posttest consist of individual tasks requiring students to write an LHO texts, which are evaluated using a consistent writing skills rubric. This rubric covers five aspects: the completeness and accuracy of the text structure, the alignment of content with observational data, the application of linguistic rules (including spelling and the use of effective sentences), and the originality in developing the text framework. These aspects correspond to the challenges in writing LHO texts identified by Sapitri et al. (2025). Student Worksheet 1 takes the form of an LHO texts puzzle (card sort) designed to assess students' accuracy in organizing and identifying text structures, as well as their understanding of linguistic rules. Student Worksheet 2 consists of a field observation sheet comprising nine components: the name of the object, location, physical characteristics, condition, supporting equipment, activities, functions or benefits, interesting facts, and additional notes. The poster component involves the creation of an LHO texts—developed by a group based on curated individual drafts—presented on a poster board. The learning process was monitored by an observer using an attitudinal rubric that evaluates participation, collaboration and peer tutoring, discipline during field observations, and self-confidence. All scores are expressed on a scale of 0–100, with the assessment focusing on the students' ability to process observational data rather than the neatness of their writing.

Data analysis was conducted using a descriptive quantitative approach. Scores were categorized by stage—pre-cycle, Cycle I, and Cycle II—and then used to calculate the mean, the lowest and highest scores, and the percentage of classical mastery (the proportion of students achieving the passing standard). The mean was calculated using the formula $\bar{x} = Sx / N$, while classical mastery was determined using the formula: (number of students who achieved the passing standard / total number of students) × 100%. Students are considered to have achieved mastery if they obtain a score of = 75, in accordance with the Minimum Mastery Criteria (KKTP). The intervention is considered successful if the class-wide mastery rate reaches at least 75%. Improvement from the pretest to the posttest is calculated using the N-gain, based on the formula: g = (posttest mean - pretest mean) / (maximum score - pretest mean). The results are categorized as high ($g = 0.70$), medium ($0.30 = g < 0.70$), or low ($g < 0.30$) (Hake, 1998).

The N-gain is calculated only for the pretest-posttest pairs, as both consist of individual writing tasks evaluated using the same rubric. Scores from Student Worksheet 1 (LKPD 1), Student Worksheet 2, and the poster task are analyzed separately; because these tasks differ in format—with some completed in groups—they serve as supporting data for the learning process rather than as direct points of comparison against the pretest. Process observations are analyzed descriptively to inform reflection and guide improvements for subsequent cycles. This analysis is not intended for statistical hypothesis testing.

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RESULTS

1. Research Findings: Pre-Cycle Phase

The pre-cycle phase was conducted during the first session to assess the baseline writing proficiency of Grade VIII-B students at SMP Negeri 2 Batu regarding the composition of LHO texts—reports based on observation—prior to the implementation of the Quantum Teaching model. At this stage, instruction followed a Problem-Based Learning model, incorporating a "Rotating Table" ame, while baseline writing ability was measured via a pretest administered to 32 students. To track the progress of each student, rekapitulation scores from all assessment stages are presented in a single table (Table 1).

Table 1
Students' Scores Recapitulation at Each Assessment Stage

Aspect	Mean	Minimum Score	Maximum Score	=>75
Pretest	64.69	50	76	15.63%
Student Worksheets-1 Cicle I	79.73	70	88	75.00%
Post-test Cicle I	80.84	65	92	81.25%
Student Worksheets-1 Cicle II	94,31	92	95	100%
Post-test Cicle II	87.88	80	90	100%

Based on the pretest column in Table 1, students' scores ranged from 50 to 76, with a class average of 64.69. The highest score of 76 was achieved by one student, while the lowest score of 50 was obtained by two students. Only five students (15.63%) met the Learning Objective Mastery Criterion (KKTP) of 75, whereas 27 students (84.38%) had not yet reached the mastery threshold. These data indicate that, prior to the intervention, the majority of students were unable to compose an *LHO* (Report on Observation Results) text that met the required criteria; therefore, an instructional improvement intervention using the Quantum Teaching model was necessary.

2. Research Results for Cycle I

Cycle I was conducted during the second session, themed "School Detectives: School Safari and the First Draft." The learning objective was for students to identify the structure of an LHO text and develop an outline based on data gathered from observing the school environment, working in groups.

Implementation of the Intervention

In the "Grow" phase, the teacher presented a stimulus object and posed questions connecting the subject matter to various parts of the school that students encounter daily, subsequently introducing the mission of becoming "School Detectives." In the "Experience" phase, students worked in small, heterogeneous groups—comprising a mix of students with and without prior experience in writing LHO text —and assembled scrambled paragraph segments into a coherent LHO text through an "LHO Text Puzzle" activity (Student Worksheet 1). In the "Name" phase, the teacher reviewed the groups' work and, together with the students, reformulated the three core structural components of an LHO text : general statement, description of parts, and description of benefits.

In the "Demonstrate" phase, each group carried out a field observation in designated areas, including the library, canteen, parking lot, reading corner, and mini-garden. Students observed the physical characteristics, quantity, cleanliness, and functions of the objects, then returned to the classroom to synthesize their notes into an LHO text outline presented as a mind map. In the "Repeat and Celebrate" stage, the teacher guides a reflection on the challenges encountered while recording data in the field and commends the groups that completed their outlines on time.

3. Results of Student Worksheet1 Assessment

Student Worksheet 1 assesses students' ability to organize and identify the structure of an LHO text, as well as their understanding of

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its linguistic conventions, through an LHO Text Puzzle game. Based on the data for LKPD 1 in Table 1, student scores range from 70 to 88, with an average of 79.63. The highest score (88) and the lowest score (70) were each achieved by eight students, while the remaining students scored between 78 and 85. A total of 24 students (75.00%) met the Minimum Mastery Criteria (KKTP).

4. Reflection on Cycle I

The mastery rate for LKPD 1 (75.00%) sits exactly at the threshold of the success indicator, and eight students still scored only 70. Furthermore, the output in Cycle I consisted only of group outlines; therefore, the individual ability of each student to develop raw data into a complete LHO text independently could not yet be observed. Based on this reflection, Cycle II was designed with three improvements: (1) field data collection was made more focused through the use of an observation sheet containing nine components, with an emphasis on facts rather than opinions; (2) LHO text were written individually with teacher guidance; and (3) the written work was presented and discussed through a "Pop-Up Gallery Walk."

5. Research Results for Cycle II

Cycle II was conducted during the third session, themed "Hunting for Data and Writing Individual LHO Texts," and the fourth session, themed "Pop-Up Gallery Walk Day."

6. Implementation of Actions

In the third session, the "Cultivate" (Tumbuhkan) stage began with an apperception regarding the students' success in structuring their texts during the previous session, followed by the introduction of a "Detective Class" mission. In the "Experience" (Alami) stage, the teacher presented sample observation data on the whiteboard; students then critiqued data that did not accurately reflect reality, proposed improvements, and added missing facts. In the "Name" (Namai) stage, the teacher emphasized that valid and detailed data form the foundation for composing an observation report (LHO) text, while also explaining the ethics and key elements to record during observations—specifically the identity, physical characteristics, condition, and function of the object. In the "Demonstrate" (Demonstrasikan) stage, each group completed a "Guess the Color" challenge before heading outside. They spent 20 minutes collecting field data using a worksheet (LKPD 2), after which each student drafted an individual observation report with guidance from the teacher. These individual drafts served as a post-test. The session concluded by reinforcing the process of transforming field data into an observation report (the "Repeat/Review" or Ulangi stage) and celebrating the students' efforts (the "Celebrate" or Rayakan stage).

In the fourth session, the teacher explained the rules for a "Pop-Up Gallery Walk" during the "Cultivate" stage. In the "Experience" stage, groups reviewed all individual drafts and selected the best components from each member to construct the general statement, section descriptions, and the description of benefits. In the "Name" stage, the groups refined the flow between sentences to ensure coherence and adherence to linguistic rules, then transcribed the final text onto poster board. In the "Demonstrate" stage, two students acted as gallery guides, explaining the posters, while the other members served as visitors who recorded strengths and suggestions for improvement on a "Guest Detective Note Sheet"; these roles were swapped after 10 minutes. In the "Repeat/Review" stage, the groups read the feedback received, and the teacher addressed any spelling or grammatical errors noted by the visitors. In the "Celebrate" stage, the teacher presented awards based on the collected feedback, such as "Most Comprehensive Factual Report," "Most Communicative Guide," and "Most Aesthetic Poster." Results of the Assessment for Student Worksheet 2 (LKPD 2)

Student Worksheet 2 (LKPD 2) consists of a field observation sheet that evaluates the

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completeness and accuracy of the data recorded by the students. As shown in the LKPD 2 column in Table 1, the scores range from 92 to 95, with an average of 94.31. Specifically, 22 students received a score of 95, four students received a score of 94, and six students received a score of 92. All students (100%) met the established learning objective mastery criteria (KKTP).

7. Posttest Assessment Results

The posttest consisted of an LHO text, written individually based on data from the second student worksheet (LKPD 2) and evaluated using the same rubric as the pretest. As shown in the posttest column of Table 1, scores ranged from 65 to 92, with an average of 80.84. The highest score of 92 was achieved by four students, while the lowest score of 65 was obtained by one student. Compared to the pretest average (64.69), the posttest average increased by 16.15 points, yielding an N-gain of 0.46 (categorized as medium). Every student achieved a higher score on the posttest than on the pretest, and the class mastery rate rose from 15.63% to 81.25% (26 students).

8. Poster Assessment Results

The posters consisted of LHO text developed in groups—based on curated individual drafts—and were presented during a "Pop-Up Gallery Walk." According to the poster column in Table 1, scores ranged from 85 to 90, with an average of 87.88. Specifically, 12 students received a score of 90, eight received 88, eight received 86, and four received 85. All students (100%) met the established learning objective mastery criteria (KKTP).

9. Reflection on Cycle II

The class mastery rate for the posttest (81.25%) exceeded the success indicator of 75%; therefore, the intervention was concluded at the end of Cycle II. Nevertheless, six students still scored below the KKTP on the posttest. These six students received scores between 85 and 90 on the poster assignment, as the posters were group-produced. This discrepancy indicates that group success does not fully reflect individual writing proficiency; consequently, these six students require follow-up support in the form of individualized writing guidance. To provide a comprehensive view of the progress, the assessment results at each stage are summarized in Table 2.

Table 2
Summary of Assessment Results at Each Stage of the Research

Stage	Aspect	Mean	Score Range	Total Completion	Class Mastery
Pre-cycle	Pretest	64,69	50–76	5	15,63%
Cycle I	Student Worksheet 1	79,63	70–88	24	75,00%
Cycle II	Student Worksheet 2	94,31	92–95	32	100%
Cycle II	Posttest	80,84	65–92	26	81,25%
Cycle II	Poster	87,88	85–90	32	100%

Table 2 shows that the classical mastery rate for individual writing skills increased from 15.63% in the pretest to 81.25% in the posttest. Other components reflect process-based achievements: Student Worksheet 1 (LKPD 1) reached 75.00% in Cycle I, while Student Worksheet 2 (LKPD 2) and the poster assignment reached 100% in Cycle II. The most direct comparison can be made between the pretest and the posttest, as both involved individual writing tasks evaluated using the same rubric.

DISCUSSION

Implementation of Quantum Teaching Based on Authentic Observation

The first finding concerns the sources of writing difficulties during the pre-cycle stage. While students' initial understanding of LHO texts was reasonably good, 84.38% of the students failed to meet the minimum mastery criteria (KKTP) on the pretest. Furthermore, most respondents indicated in the diagnostic assessment that they had experience reading such texts but lacked experience in writing them. This suggests that the primary difficulty lies

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not in understanding the text structure, but in the availability of factual content and the experience of processing such information. This aligns with the nature of LHO texts, which must be based on facts derived from observation (Laia, 2023), and supports the findings of Sapitri et al. (2025), who noted that challenges in writing LHO texts often pertain to content, rather than just linguistic aspects.

In Cycle I, the "Experience" (Alami) phase was implemented using an LHO text puzzle, introduced before the teacher formally defined the text structure. This sequence follows the TANDUR principle—a core component of Quantum Teaching—which prioritizes experience before the naming of concepts (DePorter et al., 1999). Students independently determined the correct order of the general statement, section descriptions, and descriptions of benefits using scrambled text segments, after which the teacher clarified these components during the "Naming" (Namai) phase. The use of heterogeneous grouping also addressed the disparity in prior experience identified during the diagnostic assessment, as students with previous LHO writing experience were able to assist those who lacked such experience. An average score of 79.63 on the first student worksheet (LKPD 1), with a 75.00% mastery rate, indicates that most students had grasped the text structure. However, understanding the structure does not automatically guarantee writing proficiency, as evidenced by the gap between the students' initial conceptual understanding and their pretest performance.

Authentic observation serves as a bridge between understanding the text structure and the actual writing process. In Cycle I, a "School Safari" activity provided students with concrete material to use in developing their writing outlines. In the second cycle, the observation process was made more focused: students first critically examined sample data presented on the whiteboard, then collected their own data using a nine-component observation sheet that emphasized facts rather than opinions. This refinement aligns with the findings of Pasaribu and Ramadhan (2025), who noted that out-of-classroom observations require clear guidelines and proper guidance. An average score of 94.31 on the second student worksheet (LKPD 2) indicates that students were able to record field data comprehensively; this data subsequently served as the basis for their individual writing tasks during the post-test. These findings are consistent with Laia (2023), who asserts that the content of an observation report text (LHO) must be grounded in factual observations. Furthermore, the work of Siagian et al. (2025) and Arya et al. (2023) suggests that direct experience and contextual activities can enhance the quality of such reports. Putri et al. (2026) also explain that focusing on objects from the immediate environment ensures that the information recorded by students remains concrete rather than abstract. Additionally, Werdiningtyas (2021) has demonstrated that the TANDUR approach can effectively improve writing skills.

In the fourth session, a "Pop-Up Gallery Walk" was employed to address students' nervousness when presenting in front of the class. Mustamir (2024) identifies the fear of negative evaluation as a primary source of speaking anxiety. By explaining their posters to small groups of visitors—and subsequently swapping roles—students were able to speak before a smaller audience; furthermore, the repetitive nature of explaining their work to different visitors provided ample opportunity for practice. Feedback was framed constructively, highlighting both strengths and areas for improvement, rather than consisting solely of criticism. This approach aligns with findings by Rangkuti et al. (2022), who noted that a Gallery Walk encourages active engagement in discussions, and with Quvanch et al. (2024), who emphasized the importance of strategies for managing speaking anxiety. Additionally, Susanti & Zulham (2025) found that "Quantum Teaching" can enhance student self-confidence. Nevertheless, the findings regarding self-confidence in this study remain descriptive, as the data from attitude rubrics and reflection questionnaires have not yet undergone quantitative analysis; moreover, some

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of the referenced literature pertains specifically to the context of English language learning.

The "Repeat and Celebrate" phase further reinforces this process. In the third session, the teacher reiterated the progression from field data to written text, while in the fourth session, groups reviewed feedback from visitors, and the teacher addressed any linguistic errors that emerged. Recognition was provided through various categories—such as "Most Comprehensive Factual Report," "Most Communicative Guide," and "Most Aesthetic Poster"—ensuring that appreciation was directed not only toward the written output but also toward the students' ability to convey and present their observations.

Improvement in Writing Skills for Factual Report Texts

The improvement in writing skills is most clearly evidenced by the comparison between the pretest and posttest, as both involved individual writing tasks evaluated using the same rubric. The average score increased from 64.69 to 80.84, the classical mastery rate rose from 15.63% to 81.25%, and the score range shifted from 50–76 to 65–92. Two students who initially held the lowest scores (50) improved to 70. An N-gain of 0.46 (categorized as medium) indicates that nearly half of the gap between the initial scores and the maximum possible score was bridged over the course of two cycles. This figure also suggests that there remains room for improvement, particularly regarding the six students whose scores fell below the established learning objective mastery criteria (KKTP).

These results align with the findings of Jayanti et al. (2026), who examined the impact of the "Quantum Teaching" method on the report text (LHO) writing skills of vocational high school (SMK) students, as well as with Larassati et al. (2024), who reported an increase in report text writing mastery from 57.6% in the first cycle to 87.5% in the second. A key distinction in the present study is the integration of authentic observation with the full TANDUR framework, alongside a process of iterative refinement of interventions across two cycles. The outcomes of these other studies cannot be used as a direct benchmark for success, given the differences in initial conditions, student characteristics, and assessment criteria.

The results for other components should be interpreted with caution. Student worksheets (LKPD 1 and LKPD 2) and the poster assignment differ in format and were completed with group support; therefore, they cannot be directly compared to the pretest. Furthermore, the scores for LKPD 2 fall within a narrow range (92–95), limiting their ability to differentiate between students' varying levels of proficiency. The most significant discrepancy appears between the posttest and the poster assignment: while all students achieved mastery on the poster, six students failed to reach the mastery threshold on the posttest. This suggests that while group work assists students in producing high-quality texts, their individual, independent writing ability still requires assessment and targeted, one-on-one guidance.

Overall, the contribution of the Quantum Teaching approach—grounded in authentic observation—lies in its instructional sequence: students grasp the structure of a text by engaging in the process of composing it—observing real-world objects, systematically recording data, writing individually, and subsequently refining and presenting their work within a group in a relaxed, comfortable atmosphere. This sequence provides factual content for writing while offering opportunities to practice communicating observations, thereby supporting the development of students' skills in composing LHO (observation-based descriptive) texts.

CONCLUSION

Based on the results of the classroom action research conducted with students in class VIII B at SMP Negeri 2 Batu, it can be concluded that the application of the Quantum Teaching model—grounded in authentic observation—effectively

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optimizes students' skills in writing LHO texts. In the first cycle, students explored the structure of such texts through an "LHO Text Puzzle" game and developed outlines based on field observations. In the second cycle, students gathered data in a more focused manner, drafted their own observation reports, and subsequently refined and presented their work as posters through a "Pop-Up Gallery Walk" within small groups.

Improvements in writing skills are evidenced by an increase in the average score from 64.69 (pretest) to 80.84 (posttest), with an N-gain of 0.46 (categorized as moderate). Furthermore, the classical mastery rate rose from 15.63% to 81.25%. Supporting components also yielded strong results, with scores of 79.63 for the first student worksheet (LKPD 1), 94.31 for the second (LKPD 2), and 87.88 for the posters. Nevertheless, six students still require individual guidance in their writing. It is recommended that the Indonesian language teacher incorporate guided observation of real-world objects prior to writing activities, separate the assessment of individual writing from group-produced work, and provide opportunities for small-group presentations to support students who lack the confidence to speak in front of the entire class.

LIMITATIONS

This study has several limitations. First, it involved only 32 students from class VIII B at SMP Negeri 2 Batu; therefore, the findings cannot be directly generalized to other classes or schools with different characteristics. Second, individual writing skills were measured only during the pretest and posttest—with no individual writing assessment in the first cycle—making it impossible to separately track writing progress from the first to the second cycle. Third, because the student worksheets and posters were completed with group support, the resulting scores do not fully reflect individual capabilities. Fourth, the assessment was conducted solely by the researcher, without a second rater. Fifth, data from the attitude rubric and the reflection questionnaire—covering student engagement and self-confidence—have not been quantitatively analyzed in this article. Future research is advised to incorporate individual writing tests in each cycle, involve a second rater, and provide a measurable analysis of data regarding engagement and self-confidence.

STATEMENT ON THE USE OF GENERATIVE AI AND AI-ASSISTED TECHNOLOGIES

In the preparation of this article, the author utilized generative AI technology as a limited tool to improve spelling, grammar, and the coherence of the presentation; to translate international references; and to verify the consistency and accuracy of data calculations. All research data, substantive content, analysis, interpretation of results, and conclusions have been reviewed by the author, who assumes full responsibility for them. The use of AI did not replace the research process or the author's own academic judgment.

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