

Increasing Activity and Learning in Social Studies Through the Project-Based Learning Model for Fourth Grade Students in Elementary Schools

Muhammad Irfan Hidayat¹, Siti Anafiah², Hidayatul Romlah³, Imron Rosyadi^{4*}

^{1,2} Universitas Sarjanawiyata Tamansiswa, Indonesia

^{3,4} SD Negeri Glagah, Indonesia

*Corresponding Author e-mail: mi692402@gmail.com

1. Abstract

This study aims to improve student learning activities and outcomes in social studies through the learning model of project-based learning for fifth graders. This type of research uses Classroom Action Research. Methods of data collection through observation and test results of learning. Data analysis techniques using descriptive qualitative and descriptive quantitative methods with averages. This research was conducted in two cycles, each consisting of four phases, namely: 1) planning, 2) implementation, 3) observation, and 4) reflection. The subjects in this study were 29 students in the class IV. The research instruments used included the learning activities and learning outcomes of social studies class. The results showed that social studies learning activities and learning outcomes increased through the use of the PJBL model, with the initial ability test yielding an average score of 54.20 to 65.42. In Cycle I, the ability to collaborate was scored at 23% (adequate). In cycle II it increased with an average score of 79.39. In the activity and the ability to collaborate, an average score of 30% (good) is obtained.

Keywords: *Learning Outcomes, Project Based, Social Sciences.*

2. Introduction

According to Rosyid (2019), learning outcomes are skills that children acquire after going through learning activities and achieving learning goals or instructional objectives. According to Sinar (in Endang 2020), learning outcomes are the results achieved by students during their studies, which include the cognitive, psychomotor, and affective domains that are achieved during a specific study period/subject in order for students to achieve the expected

results(Anwar et al., 2021)

According to Rusman (2013: 19), student learning success in school is inextricably linked to the role of the teacher. In school, the teacher is the most important factor in learning success. This is because the teacher is the person who deals directly with the students(Zakaria & Ibrahim, 2018). To improve learning outcomes, teachers need to use the infrastructure or environment as learning resources. This is done in order to arouse students' interest and enthusiasm to participate in learning activities, because when students carry out the learning process in elementary school, all the subjects taught have their own objectives to prepare students to enter society. One of the subjects that can prepare students to enter society is social science (IPS)(Sudrajat & Budiarti, 2020)

Social studies is one of the subjects that aims to provide students with the basic ability to think logically and critically, be curious, solve problems and have skills in social life (Permendiknas RI No. 22 of 2006: 114)(Noviasari, 2015)

In accordance with the explanations of Ki Hajar Dewantara, educators can only guide the growth or life of the natural forces that are present in children, so that they can improve their behavior (not the basis) of life and the growth of the child's natural forces. In this case, the teacher has the task of creating a learning that is on the side of the students, that is, a learning that releases the thoughts and potential of the students so that they can grow and develop according to their nature(Marwah et al., 2018)

However, from the observations in the class IV, students' interest in learning is low, which affects their learning outcomes. There are still many teachers who do not maximize learning for the benefit of the students. The learning process that takes place is the teacher's responsibility rather than the students'. Teachers still use the lecture method, have not created a comfortable learning environment, and have not prepared students to participate in learning, so students do not have the freedom to contribute their ideas and potential. In

group learning, students are less able to coordinate or lack the ability to collaborate. In line with Elfindri's (2012: 100) expert opinion on cooperation in the context of learning, cooperativeness can be interpreted as the desire or ability to work cooperatively with others and be part of a group. In this collaboration, each team member works synergistically and contributes to adding value to the completion of a task. The learning process that involves students in groups facilitates student learning so that student learning outcomes can be improved (Nastiti et al., 2019).

According to the observations in the class IV B on January 11, 12, and 13, 2023, the problem of low student learning outcomes, especially in social studies subjects, was caused by two factors, namely student factors and teacher factors. In social studies, the learning model used is a teacher-centered model. This was evident when the teacher wrote one of the learning materials for the social studies subject on the board and then asked the students to record a summary of the material written on the board. In addition, the teachers did not use the media or the environment as learning resources. During the observation, the teacher used whiteboard media and textbooks more frequently to teach the material. In this class, although there are facilities in the form of liquid crystal displays (LCD) and projectors, the teacher does not use these media. The teacher does not use the media because there is no preparation and he has materials or video presentations that need to be prepared in advance.

In social studies classes, students are asked by the teacher to read the material in the textbook. The final activity is for the teacher to ask questions about the material read. This still resulted in less visibility of the students' role in learning in social studies. When learning takes place, students perform the activities required by the teacher. According to the results of the observations, five students were actively involved in answering questions, while none of the students dared to ask questions. Students who are less active in class seem to be less enthusiastic about participating in social studies class. When the teacher explains the

material, students are only engaged with their tablemates or do not focus on learning. In addition, interest in learning is a factor in students' low learning outcomes, indicators of interest in learning according to Slameto are: 1) feelings of enjoyment, 2) interest in learning, 3) attention to learning, 4) engagement in learning (Irfan Hidayat, 2022)

Based on these observations, researchers will use the learning model of project-based learning. Ardianti et al. (2017: 146) argue that project-based learning (PjBL) is a learning model characterized by activities to design and implement a project to produce a product. Kosasih (2014: 96) explains that project-based learning is a learning model that has a project as its goal. Sari et al. (2015: 4) explain that the project-based learning (PjBL) model is a learning model that can build students' skills by incorporating project work that produces real, presentable work such as reports, creating products, and completing written assignments given by the teacher (Pratiwi et al., 2018)

Based on the above description, the objectives to be achieved by this research activity are to increase learning activities in social studies by applying the learning model of project-based learning to elementary students of grade IV B in Yogyakarta city and to increase learning outcomes in social studies by applying the learning model of project-based learning to elementary students of grade IV in Yogyakarta city.

3. Methods

3.1. Participants and context

The type of research used in this study is Classroom Action Research or better known as Classroom Action Research (CAR). Suharsimi Arikunto (2009: 3) explains that Classroom Action Research (CAR) is the observation of learning activities in the form of an action that takes place in a classroom. The use of Classroom Action Research is considered appropriate because this research can directly observe the learning process to get a clear picture of real problems that occur in the classroom (Araniri, 2018)

3.2. Material

The method used to collect data is observation and testing with the research instruments of observation sheets and tests on student learning outcomes. In this study, the researchers sought to improve learning outcomes by applying the learning model of project-based learning. This research procedure includes planning, performing actions, observation, and reflection(Nurdin, 2016)

3.3. Data Collection and analysis

The data analysis technique used is descriptive qualitative data analysis and descriptive quantitative data analysis with an average. The analysis of the qualitative descriptive data is used to determine the improvement of the learning process, especially the different actions taken by the teacher.

3.4. Ethical Considerations

This is done to identify the strengths and weaknesses observed in Cycle 1, especially the active learning of the students. The results of this reflection are used as material for planning instruction in the next cycle. If the expected results have not been achieved, improvements are made in the cycle II until the indicator is reached.

3.5. Limitations to the Study

Limitations to this action research study are that findings are closely integrated with their context. Thus, they are not generalizable to other contexts. There are also limitations to the study as regards the knowledge and experience of the authors. Being researchers with a background in language education, we have constructed the study out of our knowledge-base and view of the matter.

4. Results and Discussion

4.1. Section Headings

This research consisted of two cycles, namely Cycle I and Cycle II. In each cycle,

two sessions are held. Each session consists of 4 hours of instruction or 4x35 minutes. The material used in this study is the use of natural resources and a map of the distribution of mining resources. However, because the use of natural resources is too extensive, the material is limited to energy changes in daily life in the first session of Cycle I, renewable and non-renewable natural resources in the session of the second Cycle I, the distribution of mining goods in Indonesia in the session of the third Cycle II, and the use of non-renewable natural resources in the session of the fourth Cycle II.

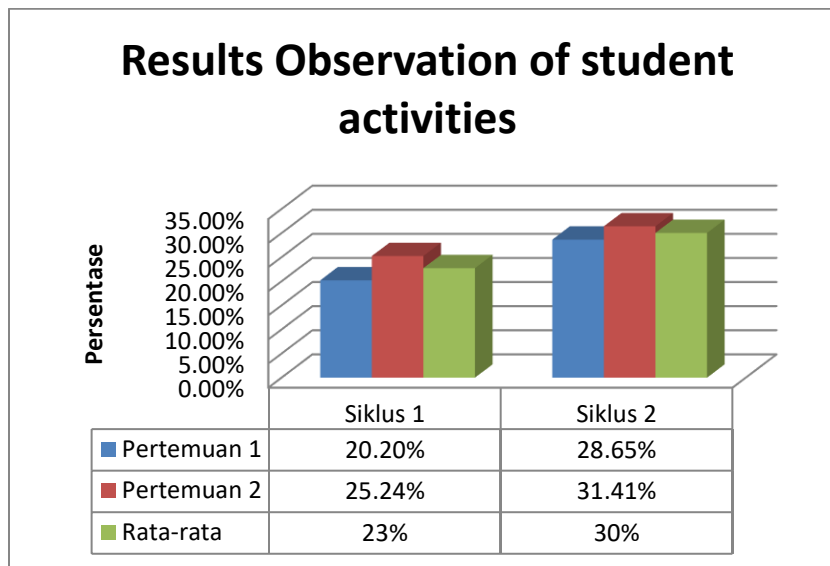
The implementation of social studies learning carried out according to the steps or syntax of the Project Based Learning model, namely a) determining the basic issues, with student activities given issues related to the material and then discuss these issues b) developing project plans, students guided by the teacher prepare project plans that are made related to the material and form study groups, group discussions make projects or products of group work, c) making production plans, by carrying out the activities agreed upon when working on group projects, d) monitoring the activity and development of projects, by monitoring the activity of individuals and groups in the creation of work projects and answering questions on student worksheets (LKPD), d) evaluating the results, namely presentation of work, by presenting work results or group projects, e) evaluating the experience, by reflecting and also drawing learning conclusions.

The data used in this study were observational data and learning achievement tests on social studies content. The observations were used to observe students' activities as they worked together on group projects using the project-based learning model and then to obtain data on learning outcomes in social studies through end-of-lesson assessment.

4.2. Results Observation of student activities

Student activity observation is conducted to determine the ability to collaborate in

groups and the skills to conduct a group work by creating a map of the distribution of mining commodities in Indonesia, which is integrated into the social studies class using the learning model of project-based learning (PJBL). A histogram for increasing the ability to create collaborative processes through group discussion is presented below.



Based on the above data, the average learning outcomes related to the ability to work together in making group projects for students in class IV B in cycle I showed that the average score in cycle I meeting 1 was 20.20%, while at meeting 2, namely 25.24%, it was included in the sufficient category, and experienced an increase in cycle II, namely by obtaining an average score at meeting 1, namely 28.65%, while at meeting 2, namely 31.41%, it was included in the good category.

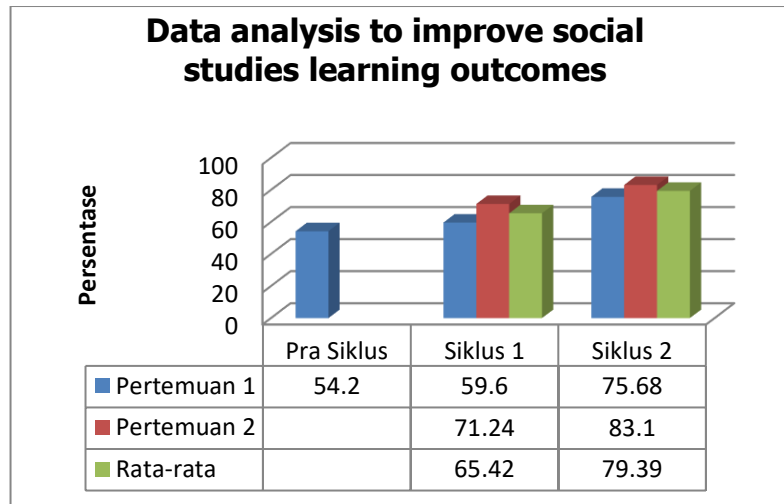
The results of learning on the aspect of the ability to work together in groups experienced an increase in cycle 1 before the action was carried out, namely learning that was still teacher-centered. In cycle I, the ability to cooperate meets the set success criteria, namely by getting an average score of > 20 or entering the sufficient category. However, the action had not been stopped in cycle I because, based on the data

obtained, there were still 13 students who scored <20 or were in the lower category. The 13 students seemed less enthusiastic about the learning process and were not interested in group discussions. Meanwhile, the 13 students did not have any responsibility in group work; in project-making activities, they only played alone and did not want to try to discuss with group mates. In addition, these students lack confidence in group presentation activities.

After reflection and improvement in cycle II, learning outcomes on the ability to work together in groups of class IV students have increased. In cycle II meeting 1, which obtained an average score of 28.65%, the score was included in the good category, whereas in cycle II meeting 2, which obtained a class average score of 31.41%, the score results are included in the good category. Based on the results of the observations, most of the students were very enthusiastic about participating in learning, were actively involved in learning, were responsible when conducting group discussions, and already had confidence in answering questions and making presentations in front of the class.

4.3. Data analysis to improve social studies learning outcomes

The learning outcomes test was administered to determine students' cognitive learning outcomes in social studies, which was done through assessment. The test takes the form of 10 questions consisting of 5 multiple choice questions and 5 essay questions given to students at the end of each lesson or session before the action and after the action in Cycle I and Cycle II. Below is a description of the average increase in student learning outcomes before the action, after the action in Cycle 1, and Cycle 2,:



Based on the histogram above, data on the improvement of learning outcomes in the social studies classroom were obtained before and after applying the project-based learning model in the social studies classroom.

In the initial ability test scores (pre-cycle), the average score of the students in the class IV B was 54.2. After the implementation of learning outcomes measures, there was an increase in the ability test after the Cycle I measure. Session 1 showed that the average score of learning outcomes in social studies was 59.60, and there was an increase in Session 2 with an average score of 71.24. Although the average learning outcomes in Cycle 1 at Sessions 1 and 2 met the specified success criteria, namely a score of > 70 , there are still 12 students whose scores are still below the KKM or score < 70 . Therefore, the action must continue in the cycle II.

After the reflection and improvement in cycle I, there was an increase, namely in the ability test after the action in cycle II with an average learning score in the first session in cycle II, namely 75.68, then in the second session there was an increase with an average score of 83.10. The action in cycle II, because it experienced a fairly good increase from cycle 1 and the students who had not reached the KKM decreased from 12

students to 5 students. The action was discontinued in the II cycle because it had experienced a significant increase and the specified success criteria were met.

Based on the acquisition of these learning outcomes, it can be seen that the average score in cycle I is 65.42%, then there is an increase in the average score in the learning process or action in the cycle II, namely to achieve an average score of 79.39%, the results are already classified as good and have achieved KKM.

4.4. Discussion

Social studies is one of the subjects that aims to provide students with the basic skills of thinking logically and critically, being curious, being able to solve problems and having skills in social life (Permendiknas RI No. 22, 2006: 114)(Salam, 2017)

The learning outcomes in social science learning after cycle I action achieved an average score of 65.42, while the students' activities showing the ability to collaborate were categorized as "sufficient" with a score of 7.3. Collaboration activities and student learning outcomes increased from pre-action levels and met the established criteria for success. However, in Cycle I, there were still many students who had not achieved the KKM, so the teacher and researcher continued the intervention in the next cycle, which should lead to an improvement in student learning outcomes.

Based on the results of the reflection conducted by the researcher and teacher at the end of Cycle I, several factors were identified that caused the lack of success indicators for collaboration skills and learning outcomes. Therefore, corrective actions were implemented in cycle II, including the implementation of all activities by the teacher using the learning model of project-based learning, the clear and detailed explanation of learning materials, the use of learning resources in the form of videos to stimulate students' interest in learning, and the implementation of projects focused on the use of natural resources. The project-based learning model has very important and useful

benefits for students, but the learning model of project-based learning is very rarely used by teachers because in practice it requires sufficient preparation and takes a lot of time. Mulyasa said that project-based learning or PJBL is a learning model that aims to focus students on complex topics needed to conduct investigations and understand lessons through investigations (Dzulhidayat, 2022)

With this improvement in the II cycle, the average score of student learning outcomes in social studies increases optimally. Based on the results of the post-action skills test in the cycle II showed that the average learning outcomes of students in the area of cooperation skills increased, namely 9.2, while the average data on learning outcomes in social studies showed an increase, namely 79.39, these results can be seen through the achievement of learning indicators and have reached the Minimum Mastery Criteria.

5. Conclusion

IPS the learning outcomes of students in class IV B improved after they used or applied the project-based learning (PJBL) model in the learning process. In Cycle I and Cycle II, activities and learning outcomes were increased by adapting social studies lessons to the use of renewable and non-renewable natural resources and conducting a project on a map of the distribution of mining resources in Indonesia.

This can be seen in the learning outcomes in beginning skills with an average score of 54.20 to 65.42. In the first cycle of student activities in collaboration skills, they scored an average of 23% or in the "adequate" category. In the II cycle, learning outcomes in social studies increased with an average score of 79.39. Student learning activities in cooperative skills received a score of 30% or fall in the "good" category.

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