

Improving Social Science Learning Activeness Using Problem-Based Learning Assisted by Flash Card Media

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1. Abstract

The purpose of this classroom action research is to describe learning Social Sciences using a problem-based learning model assisted by flash card media to increase the active learning of elementary school students. The research was conducted in two cycles. Cycle I was held on May 16, 2023 and cycle II was held on May 29, 2023. The research model used in this class action research consisted of 4 stages, namely planning, implementation, observation and reflection. Data collection techniques using observation and documentation. The instrument used in this research is the charts. Data analysis techniques use qualitative descriptions. The results showed that by using the problem-based learning model assisted by flash card media, the activity of fourth-grade students in learning social sciences increased. This can be seen from the results of observations of student learning activeness in the pre-action obtained 49,68%. In cycle I it increased to 68.49% and in cycle II it increased to 79.97%. It can be concluded that the problem-based learning model assisted by flash card media can increase the activeness of learning Social Sciences for elementary school students.

Keywords: *active learning, Social Sciences, problem based learning*

2. Introduction

The teacher is an important actor in achieving the quality of learning. One of the teacher's important roles is the ability to carry out classroom action research (CAR) as an effort to overcome various student learning problems such as learning activities, learning motivation, and low achievement (Dewantara & Nurgiansah, 2021). Student learning activity is student involvement in the learning process both physically, intellectually and emotionally (Wati et al., 2019). This means that the form of student activity in the learning process has various forms. According to Sudjana (2007: 62) we can see the activeness of student learning from the involvement of students in each learning process, such as when listening to material explanations, discussions, making assignment reports and so on. In Verbindung with the explanation above, it can be understood that active learning is very important in the learning process.

With active learning students it is often necessary to participate and participate actively in the learning process. In accordance with the reality in the field, based on observations made in May 2023 in class IV Elementary School, the activity of students in the learning process was not maximized, this was seen when learning Social Sciences students were less enthusiastic in learning activities because Social Sciences lessons had too much material to read and also memorize so that it made students feel bored, the lack of involvement of students in the learning process was seen during group discussions only a few students participated in the work. In addition, when the teacher gives questions related to learning materials, students tend to be passive and shy to give opinions. As a result, the average social science learning activity of class IV students is still below the success indicator of learning activity.

To overcome these problems, it is necessary to have a variety of learning models in order to increase student activity, one of which is by using the problem-based learning model

assisted by Flash Card media. Similar to previous research conducted by Suwartini, et al (2022) through the Application of the Problem Based Learning model with PowerPoint media can increase the activity and learning outcomes of fourth grade elementary school students. In this study the Application of problem-based learning models can help to improve students' thinking skills and activeness in learning. In addition, using the problem-based learning model can also create fun and student-centered learning activities.

In the learning process so that teaching and learning activities are not monotonous and students can be actively involved, media is needed in the learning process. Similar to previous research conducted by Septiani, M. D, et al (2021) through the make a match learning model with flash card learning media can increase student learning activity and the ability to think creatively in elementary schools. One of the flashcard media in this study can increase student learning activity because the presence of this media can stimulate students' imagination and skills in expressing ideas. In this lesson flash cards are used to help students recognize and analyze cultural diversity through picture cards about diverse ethnic diversity such as tribes, traditional houses, traditional clothes, dances, and musical instruments. So that students are enthusiastic about participating in learning, understand the subject matter and are actively involved in the use of learning media.

Based on the description above, the purpose of this study was to find out „ Increasing Social Science Learning Activeness in Elementary School Students Using the PBL Model Assisted by *Flash Card Media* "

3. Methods

This classroom action research was carried out in class IV of Elementary School. When the research was carried out in Semester II of the 2022/2023 school year. This

research schedule was prepared before the implementation of the research consisted of the following steps: observation, submission of titles, research preparation, research implementation, report preparation, article preparation.

This action research uses a collaborative classroom action research model (PTKK) which is carried out in two cycles of action. Classroom action research is an empirical research conducted by educators or prospective educators in their own classrooms in a collaborative or participatory manner to improve educator performance regarding the quality of the learning process and increase student activity both from academic and non-academic aspects, through reflective action in the form of cycles (recycling) (Saur Tampubolon, 2014: 19).

The subjects in this study were 31 grade IV elementary school students, consisting of 16 male and 15 female students. The object of this research is to increase social studies learning activity through the use of Problem Based Learning models and Flash Card media.

Data collection techniques are methods that can be used by researchers to obtain data. Data collection techniques used in this study are observational techniques and documentation techniques. The instrument used is the activity assessment result sheet. Used to determine the increase in the activity of students. And the observation sheet of the implementation of learning, the implementation observation sheet as material for knowing activities during the learning process starting from praying to the end of the learning activity.

Another way to obtain data from respondents is to use documentation techniques. The documentation in this study is in the form of photographs and videos that are used to visually describe the conditions that occur during the learning process and see in detail the

activities during the learning process in the Application of the problem-based learning model to social studies content. Student activity during teaching and learning activities through the problem-based learning model is obtained through observation and processed with the percentage formula, which is as follows: (Arikunto, 2010: 191)

$$Value = \sum \frac{Score}{Maximum\ Score} \times 100$$

The hypothesis of this study is that the use of problem-based learning models assisted by flash card media can increase the activity of fourth-grade elementary school students in social studies learning content.

4. Results and Discussion

Before the research was carried out, pre-action activities had been carried out first. This pre-action activity is in the form of initial observations conducted by researchers to find out the problems that exist in class IV SD in social studies learning. Researchers conducted field observations and discussions with colleagues to find out the conditions that occurred in the classroom during the learning process. The results of preliminary observations show that it is known that during the delivery of material in the social studies learning process, learning is still teacher-centered, students are not yet the subject of learning, students are less active in asking questions in response to questions, lack of cooperation in groups during the learning process takes place so that students' activeness in the learning process is not maximized. Because this is what causes students to be passive in the learning process

Table 1 . Results of Observation of Student activeness in Pre-Action

No	Indicator	Pre Action results (%)
1	Attention	53.23%
2	Cooperation	45.16%
3	Express opinions	37.10%
4	Solve the problem	61.29%
5	Discipline	51.61%
Average		49.68%
Category		Low

Based on the results of observations that have been made, it is necessary to improve the quality of learning , from passive learning to active learning, to activate learning and the creative power of students. The teacher as a facilitator must try to increase the activity of students by being actively involved in learning activities and a learning model is needed that can increase learning activity. One of them is the problem-based learning model with the help of flash cards. *The results of the observations that have been made , during the learning process using the problem - based learning model* observer records the implementation of learning and student activity while participating in learning activities.

Table 2. Average Percentage Comparison Cycle I and Cycle II

	Cycle I	Cycle II
Average	68.49%	79.97%

Based on the results of observations in the first cycle, it showed that the average

percentage of students' active learning was 68.49%, indicating that the criteria for successful action had not been achieved. The learning process carried out in cycle II went well, this was an effort to improve the reflection results of cycle I. The average increase in student learning activity obtained in cycle II was 79.97%. The average increase in learning activity in cycle I and cycle II increased by 9.18% . The following is a diagram of increasing student learning activity in cycle I and cycle II.

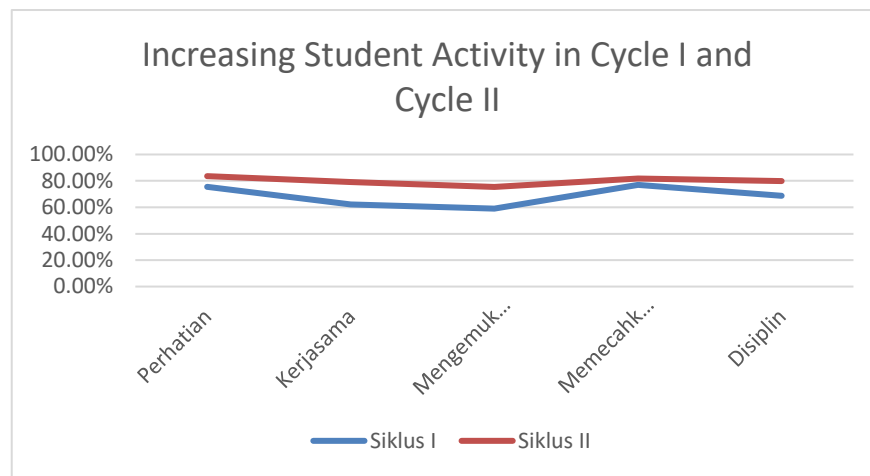


Figure 1. Increase in Student Activity in Cycles I and II

Based on the chart, the percentage of each indicator increases in each cycle. Indicators of Research Success achieved. This increase can be explained by the table and diagram as follows.

Table 3. Increasing Student Activity

No	Indicator	Pre Action Average (%)	Cycle Average Yield I (%)	Results of Cycle II Average (%)
1	Attention	53.23%	75.40%	83.60%
2	Cooperation	45.16%	62.26%	79.07%

3	Express opinions	37.10%	59.01%	75.43%
4	Solve the problem	61.29%	76.99%	81.81%
5	Discipline	51.61%	68.82%	79.96%
Average		49.68%	68.49%	79.97%

According to the table above, it can be presented in the form of a line chart as follows:

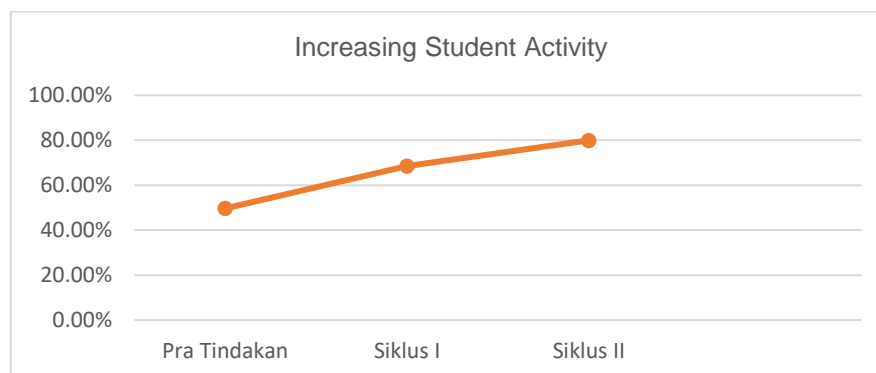


Figure 2. Increasing Student Activity

Based on the table and figure, it can be said that the average value in cycle II has been completed because it has reached a minimum completeness value of ≥ 75 . All the data presented above is the result of the actions that have been implemented. The results of the research prove that through the problem-based learning model assisted by flash card media it increases the activity of fourth grade elementary school students. This research ended in cycle II and did not proceed to the next cycle. The successful application of this learning model can be seen from the results of student observations that have increased in each cycle of pre-action, cycle I and cycle II. Increasing the results of student activity in pre-action, cycle I, cycle II can be described as follows. The implementation of this action research was carried out in two cyclic phases. Cycle I was held in

two meetings and Cycle II in two meetings.

Before carrying out classroom action research, the researcher conducted preliminary observations and brief interviews with fourth grade elementary school teachers. This observation was carried out to obtain information or an initial description of the learning process of class IV students. Based on the results of observations, students find it difficult to understand social studies content. This is due to the low motivation of students' interest in reading social studies learning material which is very hard to memorize. In addition, the question and answer method used by the teacher has not activated students. So that students are still less confident in expressing opinions. Students are also easily Bored with monotonous learning without the use of concrete media.

In cycle I, the learning process for social studies lesson content in the chapter on Indonesia is Rich in Culture Topics on Cultural Wealth in Indonesia at meeting 1 was regarding ethnicity and regional languages using flashcard media and at meeting 2 regarding clothing and traditional houses using the media with each group presenting the results of the discussion in the form of a cultural diversity smart board . After the implementation of the first cycle of action, the average result of the activity of the fourth grade elementary school students was 68.49%. These results experienced an increase of 12% from the pre-action average of 49.68%.

In cycle II the learning process for social studies content, namely the chapter Indonesia is Rich in Culture Topic of Cultural Wealth in Indonesia at meeting 1 regarding dance material, musical instruments and folk songs with flashcard media and each group presented the results of the discussion in the form of a cultural diversity pop up book at meeting 2 regarding material benefits and ways to preserve regional cultural diversity using flashcard media combined with a cultural diversity board, each group presented the results of the discussion in front and actively matched cultural diversity cards. After the implementation of the second cycle, it was obtained that the average result of the students' activity in social studies content was 79.97%. These results

experienced an increase of 9.1% from the average results of the first cycle of action, namely 68.49%.

Factors that influence the increase in the average value and the percentage of students who achieve success indicators are students who are very enthusiastic, motivated, and excited when doing learning using the PBL learning model with the help of flashcard media. Students become more active and more easily understand social studies learning material with fun media. In the aspect of student activity, observation assessment criteria are measured through 5 indicators, namely 1. Attention, 2. Cooperation, 3. Expressing opinions, 4 Solving problems, 5. Discipline. Based on the observations of the first cycle, it showed that the average percentage of students' learning activity was 68.49%, which was included in the medium category and showed that the criteria for successful action had not been achieved. The learning process carried out in cycle II went well, this was an effort to improve the reflection results of cycle I. The average increase in student learning activity obtained in cycle II was 79.97%. The average increase in learning activity in cycle I and cycle II increased by 9.18%.

5. Conclusion

Based on the results of the discussion, the classroom action research that has been carried out shows that the problem based learning model assisted by flash card media can increase the activity of fourth grade elementary school students starting from the stages of several cycles. This can be seen from the observation of student learning activities in the pre-cycle of 49.68%, an increase in cycle I of 68.49%, and an increase in cycle II of 79.97%. The average student learning activity increases by 9.18% from cycle I to cycle II. Thus, the Application of the problem-based learning model assisted by flash card media can increase the activity of elementary school fourth grade students.

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