

## Improving Social Studies Learning Activeness in Elementary School Students Using Concrete Media-Assisted Simulation Methods

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### 1. Abstract

Social Sciences in elementary schools include important lesson content to develop activeness because of the many social problems faced by students in social life. However, the social studies learning process faces challenges, namely low activity. Active learning is an important factor in the learning process. Active student learning can be measured by active participation in learning activities, both physically and mentally. This research is useful for increasing the social studies learning activity of fourth-grade elementary school students through a simulation learning method assisted by concrete media. Researchers used classroom action research methods with the application of simulation learning methods assisted by concrete media. This research was conducted in 5 meetings, 1 pre-action activity, and 4 meetings divided into two cycles consisting of planning, action, observation, and reflection stages for each cycle. The research subjects were 32 grade 4 elementary school students. Data collection techniques used are observation and documentation. Data analysis was performed using quantitative and qualitative analysis. The results showed that the application of the simulation learning method assisted by concrete media can improve student learning outcomes where in the pre-cycle the

percentage of activeness was 49.67% in the low category, in the first cycle it increased by 69.59% in the medium category, and the second cycle, it was 79.91% in the high category. This research was said to be successful because it met the completeness criteria of more than 75%.

**Keywords:** *social studies lessons, active learning, and simulation methods.*

## **2. Introduction**

Social Science Education (IPS) is the most important thing in equipping students to solve problems in social life. This is in line with the social studies educational goals described by Sucahyo et al. (2015) which state that the purpose of social studies education is to give students the ability to develop knowledge and understanding of social studies by developments in life, society, science, and technology. According to Damanhuri et al., (2016), Social Studies learning in Elementary Schools (SD) aims to develop students' potential to be sensitive to social problems in society, to have a positive mental attitude towards solving inequality that occurs, and to be proficient in dealing with every day-to-day problem, both that befalls him and society. This is in line with Kurniasari and Setyaningtyas (2017) who stated that social studies in elementary school is a subject that covers various disciplines of social sciences, humanities, science, and life issues. From this explanation, it can be interpreted that the purpose of IPS in elementary schools is to shape students to become good citizens, with knowledge, skills, and social awareness that are beneficial to themselves as well as society and the country. However, social science learning faces various challenges in the implementation of its learning. The problem is the low activity of students.

Active learning is an important factor in the learning process. When students are actively involved in learning, they tend to understand the subject matter better, have better critical thinking skills, and feel more motivated to learn. In social studies learning,

it is important to develop active learning because of the many social problems faced by students in social life. This allows students to solve problems in everyday life. Active learning involves physical and mental activities, and cannot be separated between thinking and doing, as stated by Sardiman in Wibowo (2016). According to Hermawan in Asari (2019), active learning focuses students' thoughts and knowledge in building an understanding of the problems encountered during the learning process. Indicators of activeness according to Sudjana modified from Wibowo (2016) learning activeness that will be observed are: 1) attention, 2) cooperation, 3) expressing opinions, 4) problem solving, 5) discipline. Active learning refers to a person's level of involvement and attachment in the learning process. Active learning is influenced by several factors, namely motivation, interest, active participation, learning style, use of various learning methods, and constructive feedback.

One of the factors that influence the activeness of learning is the factor of using learning methods. Based on the results of observations at elementary school in class IV students during the learning process there were still many students who were not active, either collaborating with their peers or other people. In the classroom it is often dominated by passive learning, such as lectures and reading texts, students feel bored or lose interest in social studies lessons. In addition, students who look shy in expressing or communicating their opinions. Therefore, a different method is needed to overcome this problem and increase student activity in learning, namely by using the simulation method.

The simulation method is an effective learning method for increasing student learning activity. In simulations, students can participate directly in learning experiences that are similar to real situations. According to Lestari et al., (2020) state that the simulation method is a learning method that provides an artificial situation in the actual situation

where students are actively involved and interact with the environment directly. Wahab in Siregar (2016) explains simulation as a teaching and learning strategy that asks anyone to be involved in the strategy and think of themselves as someone else to act and feel Hamalik in Pangestuti et al., (2019) in his research revealed that the purpose of the simulation method includes: 1) helping students train and improve certain skills, 2) assisting students in gaining a deeper understanding of a principle or concept, 3) training how to solve a problem, 4) increasing active learning, 5) growing student learning motivation students, 6) train students' creativity and cooperation, 7) develop students' tolerance.

For the simulation method to work, concrete media is needed. This allows students to understand the material more concretely and engage in learning. In addition, the use of definite media can strengthen the effectiveness of the simulation method. Concrete media, such as models, physical objects, or visual aids, help visualize abstract concepts in social studies. Through direct interaction with built-in media, students can strengthen their understanding, increase comprehension, and develop critical thinking skills.

Research on simulation methods to increase active learning has been carried out a lot. Simanjurang Research (2018); Magdalena (2014); Ariyani (2017) shows that the simulation method can increase the active learning of students. According to Dwis et al., (2020); Soimah & Syafi'aturrosyidah (2021) show that concrete media can increase student activity. From some of these studies efforts to increase student learning activeness with the simulation method assisted by concrete media are relevant.

### **3. Methods**

The research was conducted at an elementary school located in Yogyakarta. The research subjects were grade IV students, totaling 32 students consisting of 18 male students and 14 female students. This research was conducted in May - June 2023. The data used in this classroom action research was in the form of quantitative data and qualitative data. Quantitative data was obtained through observation sheets of student learning activeness. Qualitative data was obtained from observations during the learning process. Data collection techniques used in this study are observation and documentation. Qualitative data analysis techniques to find out how much increased active student learning. In this Classroom Action Research, the researcher planned 2 cycles of action using the Kemmis and McTaggart model research procedures. Kemmis and Mc Taggart's model research begins with planning, action, observation, and reflection. The hypothesis in this study is that the application of a simulation method assisted by concrete media can increase the learning activity of fourth-grade elementary school students. The indicator of the success of this research is marked by an increase in activeness, namely achieving a score of 75% must be achieved by student's results and Discussion

### **4. Result and Discussion**

#### **4.1 Result**

This research was conducted in 5 meetings, 1 pre-cycle action, and 4 times which were divided into 2 cycles. Each cycle consists of several stages, namely: 1) planning stage, 2) implementation, 3) observation, and 4) reflection. In cycle II, the steps taken were improvements to the previous cycle, namely cycle I. The results obtained in this study consisted of observational non-test data. In this study, the effort that was increased was the activeness of

students using the simulation method assisted by concrete media in social studies learning for grade IV elementary schools in Yogyakarta.

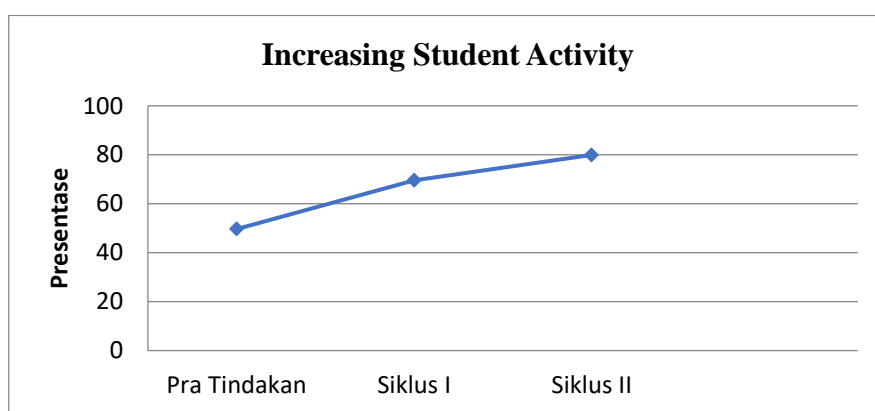
Based on the results of research that has been carried out using the simulation method assisted by concrete media applied to social studies subjects during research can increase activity. In the learning process of each cycle, through observation sheets of student learning activeness, an average percentage is obtained.

The following results of observations of student learning activeness in each cycle can be presented in the following table:

**Table 1 Comparison of Increased Learning Activeness**

No	Indicator	Active presentation		
		Pre Action	Siklus I	Siklus II
1.	Attention	55,53	84,69	89,48
2.	Cooperation	57,14	67,55	87,40
3.	Express opinions	25,00	44,10	49,61
4.	Solution to problem	60,71	82,60	85,69
5.	Discipline	50,00	78,60	87,41
	Average	49,64	69,59	79,91

Based on the table above, the percentage of each indicator has increased in each cycle. Indicator of research success achieved. The increase can be explained by the following diagram:



**Figure 1 Percentage Diagram of Student Active Learning Each Cycle**

Based on the tables and figures, it can be concluded that after the action was taken, each indicator experienced a significant increase. The pre-action obtained an average of 49.64%, then increased in cycle I to obtain an average of 69.59%, and increased again in cycle II at 79.91%.

## **4.2 Discussion**

The application of the simulation method was carried out in two cycles with two meetings in each cycle. With the learning steps of the simulation method, namely orientation, training, simulation implementation, and debriefing (Lupy) in (Magdalena, 2017). This study aims to increase student activity in grade IV elementary schools in Yogyakarta.

Implementation of the learning simulation method consists of several activities, namely the beginning, core, and end. The initial activity is that the researcher opens the lesson by greeting and checking student attendance, singing a song, delivering apperceptions, and conveying the learning objectives. The core activity includes the implementation of the simulation method steps. The final activity of reflection and closing.

Student activity before the application of the simulation is still relatively low. This can be seen from the results of the pre-action which only obtained an average percentage of student activity of 49.64%. Learning that is still centered on the student teacher only listens to the teacher's explanation and works on student worksheets. So that learning becomes boring and students are passive in learning. Lack of student interest in the methods used by student teachers, so students do not pay attention to the teacher explaining the material. As well as the lack of activeness of students in working in groups, asking questions, and answering questions. So the researchers chose learning by applying the simulation method so that students were actively involved in learning. This is in line with research conducted by Pangestuti et al., (2019) which said that learning using the simulation method can increase student activity. This method can eliminate boredom and boredom in students in the learning process. In this simulation method, students are required to be active in the teaching and learning process. The teacher only facilitates students to actively carry out various learning activities. This liveliness raises the

courage of students to ask questions, express opinions, and work with groups so that the interactions that occur in the learning process can change the behavior of students.

In cycle I, student activity did not meet the indicators of research success, only obtaining an average of 69.59% with moderate criteria. The increase in the percentage of student activity in cycle I still had several obstacles, namely there were still students who did not understand the activity scenario, cooperation between students was still lacking, students were less active in answering questions, and doubtful in expressing opinions. To increase the activity of students to achieve the success criteria, improvements were made in cycle II.

After the improvement was made in cycle II, the increase in activity from 69.59% in cycle I increased to 79.91% in cycle II with the category of high student learning activity. The activeness of students in cycle II was better than in cycle I, this was indicated by more and more students showing cooperation between students, many students answering questions, and expressing opinions.



## 5. Conclusion

Based on the results of the research and discussion, it can be concluded that the application of the simulation method assisted by concrete media in increasing the activeness of learning social studies in elementary schools in Yogyakarta can increase the activeness of student learning. Increased activity is marked by increased indicators of attention, cooperation, courage to express opinions, problem-solving, and discipline during the learning process which has increased from the pre-cycle, cycle I to cycle II.

The results showed that in the pre-cycle the percentage of student activity was 49.67% in the low category, the first cycle was 69.59% in the medium category, while in the second cycle, there was an increase of 10% so the percentage of student activity was 79.91%. It can be concluded that the application of the simulation learning method assisted by concrete media can increase the social studies learning activity of fourth-grade elementary school students in Yogyakarta.

## 6. Acknowledgement

The authors would like to thank those involved in this research, especially elementary schools in Yogyakarta and supervisors who have supported and provided guidance in this research.

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