

Improving Social Studies Learning Outcomes Using PBL-Based Animated Videos in Elementary Schools

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Abstract. *The purpose of this study was to improve student learning outcomes in social studies using animated video moves based on the Problem Based Learning Model in Class V SDN 3 Mootilango, Gorontalo District. With the formulation of the problem whether the use of Problem Based Learning-based animated video can improve student learning outcomes in class V social studies subjects at SDN 3 Mootilango, Gorontalo District. Research subjects in Classroom Action Research (PTK) were students of class V with a total of 13 students consisting of 10 male students and 3 female students. And the main target in this study is to improve student learning outcomes in social studies subjects. The results of this study indicate an increase in the ability of students in completing assignments and evaluation questions both at each meeting and each cycle. This is shown in the learning outcomes of students who achieved learning completeness in the first cycle of learning completeness reached 62%, and at the second meeting it reached 77% and at the third meeting it increased to 93%. And it has exceeded the expected performance indicators.*

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INTRODUCTION

Learning in schools is the most important activity because the success of education depends a lot on the effective learning process. For this reason, several theories are needed to design effective and efficient learning. The learning process is to determine the basic abilities of students. What is the center of attention of all elements related to education is the problem of low student learning outcomes, in some areas of course even learning is still very limited in terms of learning media and learning facilities. Therefore, student learning outcomes are very important to be considered by using various strategies.

The cause of the low student learning outcomes is the lack of application of the learning model by the teacher as a teacher. So that it affects student learning outcomes, and students will be less active in the learning process or students often do other activities when the learning process is in progress. Students are also often in and out of class, and there is still a lack of seriousness in learning and lack of courage in expressing opinions. To overcome these problems, teachers must be able to use strategies in overcoming problems by using creative and innovative learning media and learning models so that in learning students do not get bored easily in receiving the material provided by the teacher while learning is in progress. To overcome these problems, teachers can use learning media in the form of animated videos and learning models such as Problem Based Learning.

Moving animation video is one of the learning media that is able to attract students' attention to focus more on receiving learning material, because moving animation videos present learning material in the form of animated videos that aim to provide opportunities for students to observe directly without having to be in the actual place. . While the Problem Based Learning model or problem solving model, is a learning model that involves students in identifying problems and trying to find solutions to solve them, through the stages of the scientific method so that students are able to learn knowledge related to problems and students are expected to have skills in solving problems. uses a stage of work that emphasizes how students plan an experiment to answer a series of questions.

According to Dimiyati (2013) "learning outcomes are the result of an interaction between acts of learning and acts of teaching. From the teacher's point of view, the act of teaching ends with the process of evaluating learning outcomes. From the student's perspective, learning outcomes are the end of learning and the peak of the learning process. While Thaib (2013) says that learning outcomes are the results of learning efforts achieved by a student in the form of a skill from academic learning activities at school for a certain period of time which is recorded at the end of each semester in the evidence of a report called a report card.

Social studies education in Indonesia cannot be separated from the 1975 curriculum document which contains social studies as a subject for education in primary and secondary schools. The idea of social studies in Indonesia has also adopted and adapted from a number of thoughts on the development of social studies that occurred abroad, especially the development of NCSS as a professional organization whose influence is quite large in advancing social studies and has even been able to influence the government in determining school curriculum policies (Sapriya, 2012).

As formulated in the communication forum II HISPIPSI in 1991 in Yogyakarta, according to the version of primary and secondary education as follows: "Social Studies education is a simplification or adaptation of the social sciences and humanities disciplines, as well as basic human activities that are organized and presented scientifically and pedagogically/ psychology for educational purposes". S. Nasution defines social studies as a lesson which is a fusion or blend of a number of social subjects. It is stated that social studies is part of the school curriculum related to the role of humans in society which consists of various subjects of history, economics, geography, sociology, anthropology, and social psychology (Tusriyanto, 2013)

According to Santoso, (2014), Social Studies is an integrated study of the social sciences and humanities in developing the potential of citizenship. Social Studies is coordinated as a discussion that is built from several disciplines such as: Anthropology, Archeology, Economics, Geography, History, Law, Philosophy, Political Science, Psychology, Religion and Sociology, besides that it also covers material on the humanities, Mathematics and Natural Sciences systematically. Santoso, (2014) also said that Social Studies is designed to help students explain their world. There are two most important developments in childhood, namely organization and adaptation. By organizing, children can basically understand and clarify something by the way how it is done. Adaptation (adjustment) refers to the process of accommodation to the environment. A child who starts school means that he is ready to adapt through conversation, dress, rules at home and so on. Schools are designed to expand adaptation through formal learning processes. These processes include intellectual, social, emotional and physical aspects.

Thus, social studies can be defined as a simplification or adaptation and combination of various social sciences and humanities as well as social knowledge that is packaged and presented scientifically and psychologically for educational purposes. Social Studies is a field of study or subject that is carried out both in basic education and in education to examine the symptoms and social problems that exist in society.

Rusman (2016) argues that "video is a series of motion pictures accompanied by sound that form a unified series into a plot, with messages in it for the achievement of learning objectives, which are stored on tape and diskette media". Video media is an intermediary medium

for presenting material, which is absorbed through sight and hearing to help students acquire certain knowledge, skills, or attitudes.

As Yunita (2017) said that video media is a set of components that are able to display both images and sound at the same time. Video can display images as well as sound that can attract students' attention so that students will not feel bored. Meanwhile, Fathurohman (2014) argues that animation is a medium that combines audio and visual with storytelling using animation steps or often called cartoons. The use of animation in integrated learning is a step to provide convenience for teachers in applying learning materials according to their roles and functions.

Based on the opinions of these experts, it can be concluded that video is a moving image accompanied by sound so that it can be said that video is an audio visual that can be used as a tool to convey messages or subject matter so that students are easy to understand the material presented by the teacher. Video is usually factual or fictitious, which contains sound elements and image elements. Sound elements such as narration, dialogue, music, while visual elements such as animation, photos, and so on.

Problem Based Learning or better known as PBL is a learning model by making confrontations or comparisons to students with practical problems, in the form of ill-structured (unstructured), or open-ended (Open) through stimuli in learning. According to Rusman (2016) Problem Based Learning has the following characteristics; (1) learning begins with a problem, (2) ensures that the problems given are related to the real world of students, (3) organizes lessons around problems, not around discipline. science, (4) giving full responsibility to students in experiencing directly their own learning process, (5) using small groups, and (6) requiring students to demonstrate what they have learned in the form of products or performance. Thus, students are expected to have a complete understanding of the material formulated in the problem, mastery of positive attitudes, and skills gradually and continuously.

METHODS

This research is a type of classroom action research. Classroom Action Research (CAR) is a reflective research. Research activities depart from real problems faced by teachers in the teaching and learning process, then reflect on alternative problem solvers and follow up with planned and measurable concrete actions (Sutama, 2016). Thus Classroom Action Research can be interpreted as an observation of teaching and learning activities in the form of an action, which is deliberately carried out in the classroom together.

This type of research uses classroom action research, in accordance with the objectives of classroom action research, namely improving conditions that are not yet good, in this study there are two cycles, and each cycle goes through four stages namely (1) planning, (2) implementation, (3) observation and (4) reflexes. The research design used refers to the Kemmis and MC Taggart models. Kemmis and Mc Taggart's research model shows that there are four rarities in one cycle, after the fourth rarity returns to the first and so on, although the nature is different, the second and third rarities are carried out together. The four steps include planning, implementing, observing and reflecting, while the modification lies in pre-action. Pre-action is an activity carried out before cycle I. In this activity the researcher makes observations about the conditions in the classroom, the following is an explanation of the four series of activities in classroom action research.

RESULTS AND DISCUSSION

Based on the results of classroom action research that has been carried out, it can be concluded that the use of animated moving videos based on the Problem Based Learning model can improve student learning outcomes in social studies subjects for class V SDN 3 Mootilango, Gororntalo Regency. Because from the results of the study, the level of completeness of student learning outcomes in the initial observation was 46%, then in the first cycle it increased to 77% and in the second cycle it experienced a very significant increase, reaching 93%. So the level of completeness of student learning outcomes from cycle I to cycle II an increase of 16%, therefore

the desired performance indicator of 80% has been achieved for completeness of student learning outcomes, because at the end of the cycle it has reached the specified target of 93%.

Table 1. Student learning outcomes in cycle I and cycle II

No	Component	Pre	Cycle I	Cycle II
1	Completed Learning	46%	77%	93%
2	Not finished		23%	7%
	TOTAL	100%	100%	100%

Source: Processed primary data (2021)

From the table above, it can be seen that the student learning outcomes who completed the pre-action were 6 students from 13 students or 46%, then in the first cycle as many as 10 students or 77%. In the first cycle it was not completed because it was still below the target of the research success indicator, which had to reach 80% of the predetermined KKM standard. Then the researchers carried out the second cycle of action. In the second cycle, there was an increase in learning outcomes that had completed 12 students or 93% and those who were not completed were 1 student or 7% of the 13 students as research subjects. The results showed an increase in student learning outcomes in using animated moving videos based on the Problem Based Learning model in two cycles for 6 meetings, students were able to achieve the criteria for completeness. Or have reached the expected performance indicators of 80%

CONCLUSIONS

Based on the results of classroom action research that has been carried out, it can be concluded that the use of animated moving videos based on the Problem Based Learning model can improve student learning outcomes in social studies subjects for class V SDN 3 Mootilango, Gororntalo Regency. Because from the results of the study, the level of completeness of student learning outcomes in the initial observation was 46%, then in the first cycle it increased to 77% and in the second cycle it experienced a very significant increase, reaching 93%. So the level of completeness of student learning outcomes from cycle I to cycle II an increase of 16%, therefore the desired performance indicator of 80% has been achieved for completeness of student learning outcomes, because at the end of the cycle it has reached the specified target of 93%.

SUGGESTION

Based on the results of the study, there are several suggestions that need to be considered by teachers in using animated moving videos based on the Problem Based Learning model to improve student learning outcomes, namely; (1) Teachers should pay more attention to student activities when providing material so that students will focus on learning and assignments given to students; (2) To further improve student learning outcomes, teachers should be able to choose alternative media and appropriate learning models in order to create a pleasant learning atmosphere; (3) Moving animation learning media and Problem Based Learning models can be used to improve student learning outcomes in social studies learning. The results of this study are based on several previous research works. Hopefully it will be a source of inspiration for the birth of the next intellectual works. This research is still far from perfect and to further refine this research, it is necessary to conduct further research that is better and more in-depth in order to get an accurate and comprehensive conclusion

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