

The Application of Problem Based Learning Model Assisted by Audio-Visual media to improve Social Science Outcomes in 4th grade 5 Selat Hulu Elementary School

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Article Information

Received:
October 2024

Accepted:
November 2024

Published:
December 2024

ABSTRACT

Background: The nature of Social Science learning has consequences for the teaching and learning process which is dominated by an expository approach, especially teachers using the lecture method while students are less involved or tend to be passive. **Aim:** Describe social studies learning activities using Problem Based Learning learning model assisted by audio visual media, Know the improvement of social studies learning outcomes through Problem Based Learning learning model assisted by audio visual media. **Method:** The object of this research is fourth grade students of 5 Selat Hulu Elementary School, Selat District, Kapuas Regency, Central Kalimantan, totaling 25 students. The method used in this research is Classroom Action Research. **Results and Discussion:** The results showed that: 1. There is a good increase in teaching and learning activities used in social studies learning by using the Problem Based Learning learning model assisted by audio-visual media in cycle I the average score value of the teacher's activity aspect is 3.1 then in cycle II becomes an average score of 3.7. Furthermore, the increase in student learning activities in cycle I obtained an average score of 3 then in cycle II the average score of 3.4 from the results of observers. 2. There is an increase in social studies learning outcomes by using the Problem Based Learning learning model assisted by audio visual media, namely classical completeness in cycle I 64% then in cycle II 100%.

Keywords: Problem Based Learning, Audio Visual Media, Activity, Learning Outcomes



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Citation Information: Putra, C. A., & Lestari, D. D. (2024). The Application of Problem Based Learning Model Assisted by Audio-Visual media to improve Social Science Outcomes in 4th grade 5 Selat Hulu Elementary School. *Tunas: Jurnal Pendidikan Guru Sekolah Dasar*, 10(1), 65–70. <https://doi.org/10.33084/tunas.v10i1.9070>

INTRODUCTION

Social Science as one of the fields of study that has the aim of equipping students to develop their reasoning in addition to the value and moral aspects contains a lot of memorized social material so that the knowledge and information received by students is limited to memorized products. The nature of Social Science learning has consequences for the teaching and learning process which is dominated by an expository approach, especially teachers using the lecture method while students are less involved or tend to be passive.

National education standards are the minimum criteria for the education system in all jurisdictions of the Republic of Indonesia. The National Education Standards are regulated by Government Regulation to implement Law 20/2003 on the National Education System. The Government Regulation that regulates the National Education Standards is Government Regulation (PP) No 19 of 2005 on the National Education Standards.

Government Regulation No. 19/2005 on National Education Standards implements the provisions of Article 35(4), Article

36(4), Article 35(3), Article 42(3), Article 43(2), Article 59(3), Article 60(4), and Article 61(4) of Law No. 20/2003 on the National Education System. This Government Regulation is intended to spur managers, organizers, and education units to improve their performance in providing quality education services, and as a software tool to encourage transparency and public accountability in the implementation of the national education system.

Regulation of the Indonesian Minister of Education and Culture Number 35 of 2018 is an amendment to Permendikbud Number 24 of 2016. About Core Competencies and Basic Competencies of Lessons in the 2013 Curriculum for Primary and Secondary Education. Permendikbud RI Number 35 of 2018 to meet the basic needs of students in developing their abilities in the digital era. Therefore, it is necessary to add and integrate informatics content in the basic competencies in the basic framework and structure of the 2013 curriculum. Informatics content at Elementary School/Madrasah Ibtidaiyah (SD/MI) can be used as a learning tool and/or studied through extracurricular and/or local content. The curriculum

objectives include four competencies, namely (1) spiritual attitude competencies, (2) social attitudes, (3) knowledge, and (4) skills.

Facing the rapid competition in the current era of globalization, all parties involved need to equalize perceptions and attitudes to prioritize improving the quality of education not only at the government but also at the level of educational institutions regarding the quality of teachers. Therefore, Social Science is very important in order to form a child's personality, especially the learning process of students in elementary schools and society.

Educational learning in elementary schools plays a very important role in developing the potential in students and teachers are a very important role in instilling a sense of love for the country. Because of the enormous role and responsibility of a teacher, the profession of a teacher should be carried out professionally. Basically, professional teachers are teachers who can carry out their duties and responsibilities professionally. This is because teachers are not only tasked with conveying the knowledge they have. But teachers also act as planners, implementers, and assessors. So that efforts to improve the quality of education begin with improving the ability of teachers.

There are specific requirements for Social Studies teachers. These requirements are the criteria for Social Studies teachers. So that the mission of social knowledge through Social Studies subjects can be realized so that social education improves student learning outcomes. The criteria for completion and incompleteness are based on indicators of determining the minimum completeness criteria (KKM), and the KKM value in the social studies subject of Elementary 5 Selat Hulu is 70. The complete category indicates that students get a score that has reached the KKM. Meanwhile, the unfinished category indicates that there are still students who have not received scores that reach the KKM. From the data on test learning outcomes in social studies subjects.

Based on observations that have been made by researchers, information can be obtained that there are problems that result in low student learning outcomes and activeness being less than satisfactory. Students still consider social studies as a difficult lesson if the delivery is by conventional methods only, namely, the teacher only conveys the material with lectures without applying the right learning model. As a result, students feel bored and bored during the learning process because of the lack of varied models and media used and the lack of teachers giving students the ability to solve a problem.

However, the above can be minimized by learning meaningful concepts by applying the Problem Based Learning Model where the learning model can train students' thinking skills. Students who play an active role in a group to find knowledge, namely finding learning concepts and solving problems. As stated by Tan;

"Problem-Based Learning is an innovation in learning because in PBM students' thinking skills are truly optimized through a

systematic group or team work process, so that students can empower, hone, test and develop their thinking skills continuously."

The Problem-Based Learning method is a learning model that is based on many problems that require authentic investigation, namely investigations that require real solutions to real problems.

The use of audio-visual media has a very important role, which can provide many benefits. In this study the authors also focused on learning Social Studies. The author uses a case study at 5 Selat Hulu Elementary School which currently uses audio visual media. In its use, of course, there are various obstacles that occur but besides that there are also advantages. From the description above, the researcher is interested in conducting research on classroom action research entitled "Application of Problem Based Learning Model Assisted by Audio Visual Media to Improve Social Studies Learning Outcomes at 5 Selat Hulu Elementary School Class IV Learning Year 2022-2023" with the solution offered in the form of improving the quality of the Learning Implementation Plan (RPP).

Based on the problems raised, the purpose of this study is to increase and improve the quality of Social Science learning outcomes at 5 Selat Hulu Elementary School is to improve the learning outcomes of Social Science of fourth grade students of 5 Selat Hulu Elementary School when using the Problem Based Learning model assisted by audio visual media and to increase the learning activities of Social Science of fourth grade students of 5 Selat Hulu Elementary School when using the Problem Based Learning model assisted by audio visual media. This is also reinforced by research by Merlinda Yunita, Widya Kusumaningsih, Fransiska Suciana (2021), a study entitled "Application of the PBL Learning Model (Problem Based Learning) Through Zoom Meeting Audio-Visual Media to Improve Learning Outcomes on Fiction Story Material and Its Characterization Theme 8 for Class IV Semester 2 Students of Elementary School Jatiroto 04". In his research, he found that the use of the Problem Based Learning Model through audio-visual media can improve the learning outcomes of theme 8 fiction story material and its characterization for fourth grade students of Jatiroto 04 Kayen District, Pati Regency semester 2 of the 2020/2021 academic year. The application of the use of the Problem Based Learning Model in learning has an effect in increasing students' interest, activeness and level of critical thinking so that learning outcomes can increase and learning objectives can be achieved optimally.

METHOD

The type of research that will be used is Classroom Action Research. Action research refers to a spiral approach which is a four-step unit that repeats, namely: planning, acting, observing, and reflecting. The research was conducted on students of class IV semester I of 5 Selat Hulu Elementary

School in the 2022-2023 academic year. With a total of 25 students.

In Classroom Action Research it is stated that the researcher acts as an instrument as well as a data collector. This means that the role of the researcher in this study is as an activity planner, implementer of learning, data collector, analyzer, and reporter of research results. (In its implementation, the researcher was assisted by the fourth grade teacher of 5 Selat Hulu Elementary School who was in charge of observing or observing the researcher when implementing the action (teaching) and as a discussion partner in analyzing the data

Table I. Pre-test Data of Social Studies Learning Outcomes of Class IV Students

Amount	1.315	8	17
Average	52,6	Not yet achieved	
Completeness	32%		

The pre-test above shows the ability level of students before class action research is carried out as follows: Of the 25 learners, there was 1 learner who scored 90 - 100. Of the 25 learners, there were 6 learners who scored 80 - 89. Of the 25 learners, there was 1 learner who scored 70 - 79. Out of 25 learners, there were no learners who scored 60 - 69. Out of 25 learners, there were 17 learners who scored 0 - 59.

Data Description Cycle I Observation activities are carried out by two people, namely class IV teachers and peers. The

Table II. Results of Teacher Observation in Learning Activities Cycle I

	PI	P2	R	
Total score	51	51	51	
Average	3,1	3,1	3,1	Good

Based on the results of the calculation of the average observer by observers on the activities of educators in the

Table III. Results of Teacher Observation in Learning Activities Cycle I

	PI	P2	R	
Total score	48	48	48	
Average	3	3	3	Good

Based on the results of the calculation of the average observation of observers by observer 1 and observer 2 of the activities of students in cycle I, an average score of 3 was

Table IV. Post Test Data of Social Studies Learning Outcomes (Cycle I)

Amount	1.315	Increased 485	1.800	16	9
Average	52,6	Increased 19.4	72	Not yet achieved	
Completeness	32%	36%	64%		

From the post test results in the table above, it shows the level of ability of students at the time of the cycle I class action assessment which is described in detail as follows: Of the 25 learners, there was 1 learner who scored 90 - 100. Of the 25 learners, there were 6 learners who scored 80 - 89. Of the 25

collected during the learning process and also reflecting on the learning process that had taken place to plan corrective actions in cycle II).

To obtain data and information in this study, researchers used observation and tests. The data analysis that researchers use is measuring individual and classical student completeness.

RESULTS AND DISCUSSION

Data from the pre-action test results of students are presented in bold as follows:

fourth grade teacher as an observer as well as filling out the observation sheet when the activity takes place on social studies material for fourth grade students at 5 Selat Hulu Elementary School, Selat District, Kapuas Regency. Based on observations of educator activities in the delivery of learning objectives from 16 points of teacher activity observed got good criteria (B). The results of educator activity observations can be seen in the following table:

implementation of cycle I, an average score of 3.1 was obtained which was included in the good category.

obtained which was included in the good category. In order for the results of the data obtained in cycle I to be easily understood, the researchers used quantitative data analysis techniques as follows:

learners, there was 1 learner who scored 70 - 79. Out of 25 learners, there were no learners who scored 60 - 69. Out of 25 learners, there were 17 learners who scored 0 - 59.

Based on the results of tests conducted by researchers in cycle I, there was an increase compared to researchers before being given treatment, namely the average value (mean) of pre-

treatment was 52.6 while the percentage of students who obtained a score greater than or equal to 70 was 32% after the first cycle was carried out, it was known that the average value (mean) was 72 while the percentage of students who obtained a score greater than or equal to 70 was 64%. From the description of the formula above, it can be concluded that the increase in student learning outcomes is moderate.

At this stage the researcher and the assessment observer (assessor) evaluate the action and discuss the results. After the evaluation, it is necessary to have a cycle II in the learning process to see a higher and better improvement. Various

Table V. Results of Teacher Observation in Learning Activities Cycle II

	P1	P2	R	
Amount Score	59	59	59	
Average	3,7	3,7	3,7	Good

Based on the results of the calculation of the average observation of the observer by the observer of the

Table VI. Results of Observation of Students in Learning Activities Cycle II

	P1	P2	R	
Amount Score	55	54	54,5	
Average	3,4	3,4	3,4	Good

Based on the results of observations made by observers of the increase from the observation results of cycle I (3) to cycle II (3.4), it can be concluded that cycle II is said to be good or

Table VII. Post test data of social studies learning outcomes of students (Cycle II)

Amount	2.255	25
Average	90,2	Achieved
Completeness	100%	

From the post test results in the table above, it shows the level of ability of students at the time of the cycle I class action assessment which is described in detail as follows: Of the 25 learners, there were 18 learners who scored 90 - 100. Of the 25 learners, there were 3 learners who scored 80 - 89. Of the 25 learners, there were 4 learners who scored 70 - 79. Of the 25 learners, there were no learners who scored 60 - 69. And of the 25 learners, there were no learners who scored 0 - 59.

obstacles that occurred in cycle I observer evaluation and given reflection. The obstacles from the implementation of cycle I are that students are still confused about the Student Worksheet provided by the teacher, students still don't know the diversity of surrounding cultures and students are still not brave and shy to ask questions. As well as reflecting, the researcher prepared for the implementation of cycle II to correct weaknesses, failures and improve what had been successfully achieved in cycle I.

Cycle II Data Description can be seen in the following table:

educator's activity in cycle II, an average score of 3.7 was obtained which was included in the good category.

researchers have been able to correct mistakes in cycle I. In order to make the data obtained in cycle II easy to understand, researchers used quantitative data analysis techniques as follows:

Based on the results of the learning tests that have been carried out by researchers after completing cycle II, it turns out that there is a better improvement compared to cycle I, namely in the mean average is 72 while the percentage of students who get a score greater than or equal to 70 is 64%, compared to cycle II the percentage value of students who get a score greater than or equal to 70 is 100%. The increase in learning outcomes is higher than in cycle I Learning Outcome Completeness

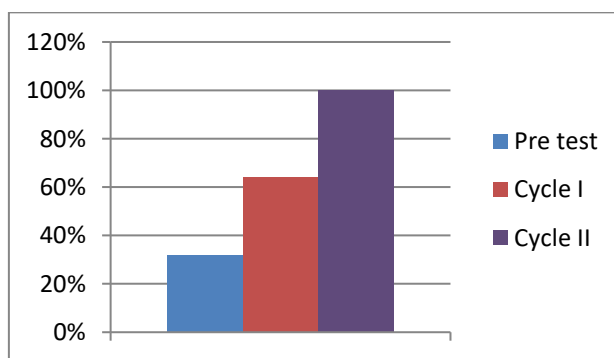


Figure I. Diagram of the completeness of learner results

Judging from the graph of learning outcomes, it shows an increase in learning outcomes after conducting a pre-test, an increase in learning outcomes of 32%. In cycle I, the increase in learning outcomes was 64% and in cycle II, the increase in learning outcomes reached 100%.

The increase in learning outcomes when conducting pre-tests only obtained 32% completeness now in cycle I increased to 64% because researchers applied the Problem Based Learning learning model assisted by audio visual media. Through the Problem Based Learning learning model assisted by audio visual media, students make it easier for learning content. Learners become more active, able to think critically and can solve problems and gain new knowledge according to the abilities of each learner.

The selection of models and media in learning must also be adjusted to the learning material so that learning outcomes can be achieved optimally. Ideally, a learning outcome can be achieved if a researcher or teacher is able to use a learning approach that is appropriate to the subject. To achieve good learning outcomes, an effective model and media are needed so that they can guide, direct and invite students to be more active in following a series of learning processes and can further train students' understanding to be maximized on the material.

Based on data analysis conducted on student learning activities in cycle I and cycle II, it shows a good learning improvement category. The data can be seen in the following diagram:

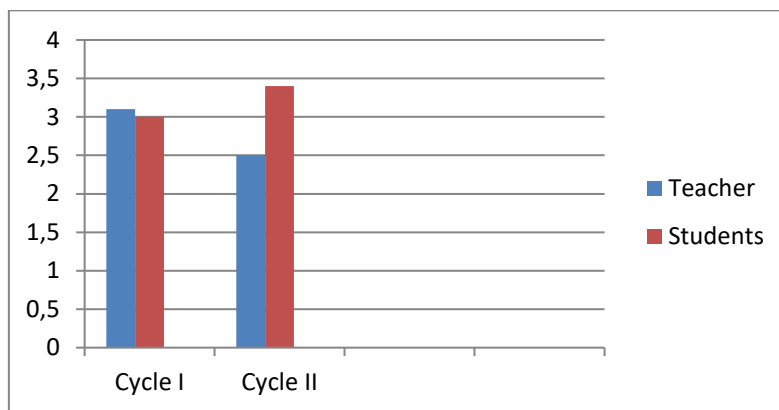


Figure 2. Diagram of teacher and learner activities

Judging from the graph of teacher and student activities, it shows an increase in student activity from cycle I obtaining an average score of 3, while in cycle II obtaining an average score of 3.4. Then in the aspect of teacher activity in cycle I the average score value is 3.1, while in cycle II the average score value is 3.7 from the observation results.

This shows that social studies learning activities using the Problem Based Learning learning model assisted by audio-visual media in class IV students in the very good category.

In the action hypothesis, it states that the learning activities of students using Problem Based Learning assisted by audio-visual media are good. However, after the research was conducted, the data obtained for student activities using the Problem Based Learning learning model assisted by audio-visual media reached very good criteria. This achievement exceeds and indicators that have been set to determine the success of student learning activities.

Based on observations of students' activities using the Student Worksheets previously described with students getting the highest scores.

Through the use of the Problem Based Learning model assisted by audio-visual media in learning can spur and make students more active so that not only one or two students are active but all students are actively involved in learning and not only depend on the teacher. In addition, students are very excited.

CONCLUSION

Based on the discussion that has been described, it can be concluded that the activities of students are in the good category and are more enthusiastic in following the social studies learning process using the Problem Based Learning model assisted by audio-visual media in class IV students of 5 Selat Hulu Elementary School. As for the results of teacher observations on teaching and learning activities carried out during the social studies learning process in cycle I, the average aspect of teacher activity is 3.1 and the average aspect of student activity is 3. While in cycle II, the average aspect of teacher activity is 3.7 and the average aspect of student activity is 3.4 and there is an increase in students' social studies learning outcomes on the material of the Diversity of My Nation's Culture after using the Problem Based Learning model assisted by audio-visual media in class IV students of 5 Selat Hulu Elementary School. This is indicated by improving learning outcomes seen through the class average in cycle I (72) and the percentage of completeness of 64%. Then in the class average in cycle II (90.2) and the percentage of classical learning completeness of students in cycle II was 100% with the category achieved. Based on the above conclusions, recommendations can be given that this research can be used as input so that it can be used as a recommendation for further research.

ACKNOWLEDGMENTS

Thank you for the cooperation of various parties who have assisted in collecting sources and sources as well as the Faculty of Teacher Training and Education, who have facilitated this scientific article so that it can be completed

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