



IMPROVING SOCIAL STUDIES LEARNING OUTCOMES USING IMAGE MEDIA FOR GRADE IV STUDENTS, MIS AL-KHAIRAT DELI TUA

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Abstract

This study aims to improve social studies learning by using Image Media in MIS Al-Khairat Deli Tua for the 2020/2021 School Year. This research includes classroom action research. The average value of the class in the pre-cycle was 65.76 while in the first cycle it reached 71.92. The percentage of completion of students who have reached KKM from all students has also increased. In the pre-cycle it was 48%, while in the first cycle it reached 60%. In the first cycle, the percentage of student completion has not reached KKM is still less than 75%, so the research continues to cycle II. From cycle I to cycle II, it increased by 4.98 from 71.92 to 76.9. Apart from the average class, an increase also occurred in the student's completion score. The number of students who scored ≥ 70 from pre-cycle to cycle I increased by 3 or 12% of all students, while from cycle I to cycle II as much as 7 or 28% of all students. Based on this, the criteria for success in the pre-cycle have not been achieved because the achievement of KKM is only 48% of all students. Then in cycle I it increases to 60% and in cycle II it increases again to 88%. Based on this data, this research has been achieved because more than 75% of students achieved KKM.

Keywords: *Learning Outcomes of IPS, Image Media, Grade IV Students, MIS al-Khairat*

A. Introduction

Primary school education is basically an educational institution that organizes a six-year educational program for children aged 6-12 years. Elementary school education is intended to provide basic abilities to students in the form of knowledge, skills, and attitudes that are beneficial to themselves in accordance with the level of development.

The basic education level is a very important role in developing physical, intellectual, religious, moral, social, emotional, knowledge, and experience aspects of students. Through basic education, it is hoped that it can produce quality Indonesian people. In the future, students will face quite severe challenges because the life of the

global community is always changing. Therefore, social studies subjects are designed to develop knowledge, understanding, and analytical skills on the social conditions of society in entering a dynamic society life (Suharjo, 2006: 1).

The professionalism of a teacher is needed in order to create a creative, effective, and efficient learning process in developing student abilities that have diverse characteristics. Teachers as facilitators in education must be able to foster students' interest in learning. In learning activities, the teacher is the one who will develop democratic learning for students to study what is interesting and express creative ideas.

According to (Nurul Zuriah & Hari Sunaryo, 2008: 1–5) that *democratic teaching* is a form of effort to make schools the center of democratic life through a democratic learning process. In short, democratic learning is a learning process based on democratic values, namely respect for ability, upholding justice, applying equal opportunities, being able to appreciate the ideas of others, being willing to live together in differences, and paying attention to the diversity of students. In practice, educators should position learners as people who should be valued for their abilities and given the opportunity to develop their potential.

In addition, teachers must also use appropriate and interesting learning methods and media as an effort to improve the quality of learning. The selection of various learning methods and media of many types must certainly be considered before use, for example by paying attention to several aspects such as the material to be delivered, learning objectives, available time and things related to the learning process (Zamroni, 2000: 61).

Literature Review

Social studies is one of the main subjects that must be taken by students at the basic education level. Therefore, studying social studies becomes very important for students. In addition, students who come to school also come from different social environments so that by studying the social studies materials they obtain at school they can develop and integrate into something more meaningful when they are outside the school or in the community environment.

In accordance with the level of development, elementary school students have not been able to understand the social problems that occur in society in depth and as a whole. By studying social studies at school, students can gain the knowledge, skills, attitudes, experience, and sensitivity to face life with all the challenges. In addition, it is

hoped that students will be able to think critically and rationally in solving problems that occur in society.

In more detail, according to (Hidayati, 2004: 16-17) the important reasons for studying social studies in schools at the primary and secondary education levels are as follows:

- a. So that students can systematize the materials, information, and abilities they already have to be more meaningful.
- b. So that students can be more sensitive and responsive to various social problems rationally and responsibly.
- c. So that students can heighten the sense of tolerance and brotherhood in their own environment and between people.

From the various statements above, social studies lessons are very important to be learned, especially in elementary schools because the materials contained in the social studies subjects can develop knowledge, skills and attitudes in knowing and studying a diverse society and being able to think critically and rationally in facing all social problems that arise in that society.

Learning outcomes are processes in individuals who interact with the environment to obtain changes in their behavior. The change was acquired through effort (not due to maturity), settled for a relatively long time and was the result of experience.

(Nana Sudjana, 2009: 3) explained that the assessment of learning outcomes is the process of assigning grades to learning outcomes achieved by students with certain criteria. Behavior as a result of learning in a broad sense covers three domains: cognitive, affective and psychomotor. Therefore, in the assessment of learning outcomes, the planning of instructional objectives containing the formulation of the abilities and behaviors that students want to master becomes an important element as a basis and reference for socialization.

(Winkel, 2004: 56-57) says that learning outcomes are changes due to learning that occur in individuals including cognitive, sensory-motor, and affective-dynamics abilities. This is conveyed by (Sumkadinata, 2005: 102-103) that learning outcomes are the realization or expansion of potential skills or capacities that have a person. Mastery of a person's learning outcomes can be seen from his behavior, both in the form of mastery of knowledge, thinking skills and motor skills.

Based on several views from various experts stated above, social studies learning outcomes are the abilities obtained by students after receiving their learning experiences

which are manifested in the form of behavioral changes in both cognitive, affective and psychomotor aspects on the subject of social studies, namely, getting to know communication tools and transportation tools.

B. Method

Classroom Action Research is a form of reflective study, which is carried out by action seekers to increase the rational stability of actions in carrying out tasks and deepen understanding of conditions in learning practices (Hopkins in Muslich, 2011: 8). Classroom action research is an observation of activities that are deliberately raised, and occur in a class (Zainal Aqib, 2006:13).

According to (Suhardjono, 2007: 58) defines classroom action research is action research carried out in the classroom with the aim of improving and improving the quality of learning. According to (Suharsimi Arikuntoro, 2008: 3), classroom action research is an observation of learning activities in the form of an action, which is deliberately raised and occurs in a class together.

From some definitions of classroom action research above that classroom action research is a study carried out based on a problem in the classroom in the form of certain actions aimed at improving and improving learning.

The main objective of Classroom Action Research is to improve and improve the quality of learning. Such improvements are implemented gradually and continuously during the course of the study. In this study, researchers used the Kemmis and Mc Taggart Model (1988) known as the spiral model (Suharsimi Arikuntoro, 2006).

The research design that will be taken in this classroom action research in more detail will be explained as follows:

1. Cycle I

a. Planning Stage

The planning stage starts from applying for permission to the principal. Then the researcher in collaboration with the class teacher performs the discovery of the problem and then designs the actions performed, such as:

- a) Finding research problems in the field by having discussions with student teachers through observation in the classroom.
- b) Planning learning steps (drawing up RPP), in accordance with the principle of image media. This RPP is useful as a teacher's guide in carrying out learning activities in the classroom.

- c) Preparation of Student Worksheets (LKS), observation sheets, and compiling test questions.

- b. Stage of Action Implementation

In the implementation of this action as an implementation is the teacher and the researcher as an observer. The implementer carries out learning based on the scenario in the Learning Implementation Plan (RPP) prepared by the researcher. This action is carried out using a combination of planning that has been made and in its implementation is flexible and open to changes. During the learning process the researcher is assisted by an observer to observe the students and teachers in the classroom.

After learning, social studies evaluation is carried out by using image media prepared by researchers when carrying out planning.

- c. Observations/observations

Observation activities are carried out in conjunction with the learning process. Things recorded in this observation activity include the process of intentional and unintentional actions, the situation of the place and action, and the obstacles faced. All these things are recorded in observation / observation activities that are planned flexibly and transparently. To find out the learning process carried out in accordance with the scenarios that have been prepared together, it is necessary to conduct an evaluation that aims to determine the level of achievement of the expected learning targets.

- d. Reflections

Reflection is the final part of a very important cycle to understand and give meaning to the learning outcome process that occurs that is carried out by : (a) thinking about the action to be performed, (b) when the action is being performed, and (c) after the action is performed.

The activities carried out at the time of reflecting are to conduct analysis, and evaluate or discuss the processed data. The data that has been collected in the observation must be immediately analyzed or interpreted (given meaning) so that it can be immediately given actions taken to achieve the goal, if the data achievement has not reached the expected goal, the researcher and observer take corrective steps to be applied to the next cycle in order to achieve maximum student learning outcomes. In line with the opinion of Suharsimi Arikunto (2009: 19) explained that reflection activities are activities to reiterate what has been done. This activity is very appropriate to be carried out when the implementing teacher has finished taking action, then dealing with the

researcher to discuss the implementation of the action draft. From the cycle above, it can be concluded that the definition of cycle is a round of activities consisting of: (1) *planning*, (2) implementation / action (*action*), (3) observation / observation (*obseving*), and (4) reflection (*reflecting*). The second cycle will be carried out with the same stage if the first cycle has not reached the success indicators / goals so much so on.

2. Cycle II

Cycle II is carried out on the basis of the results of the reflection of cycle I if the first cycle has not met the KKM. If the indicator has not been reached in cycle II, the next cycle with the same flow is carried out.

C. Finding and Discussion

1. Finding

Table 1. Cycle I Learning Outcomes Data

Jumlah Siswa		Persentase		Rata-rata kelas
Tuntas	Belum Tuntas	Tuntas	Belum Tuntas	
15	10	60%	40%	71,92

Based on the table above, it can be described as follows, out of 25 students as many as 15 students or 60% have completed or reached KKM. As many as 10 students or 40% have not completed or have not reached KKM. The grade point average was 71.92.

Table 2. Cycle II Learning Outcomes Data

Jumlah siswa		Persentase		Rata-rata kelas
Tuntas	Belum Tuntas	Tuntas	Belum Tuntas	79,6

Based on the table above, it can be described as follows, out of 25 students as many as 22 students or 88% have completed or reached KKM. A total of 3 students or 12% have not completed or have not reached KKM.

2. Discussion

In this discussion, the results of research on improving social studies learning outcomes through image media are outlined. Based on research, the use of image media can actually improve social studies learning outcomes in grade IV students of MIS Al-Khairat Deli Tua. This is because learning using image media in the learning process can [304]

attract students' attention, thus helping to increase students' understanding of the material presented by the teacher. In the use of image media, teachers can apply various interesting learning methods and models in the delivery of material so that students do not feel saturated and feel lectured. Teachers can use picture and picture models, non-examples examples, and other methods that are relevant to the subject matter. This is in accordance with the opinion of Hamalik (Arsyad, 2003: 15), that learning media can foster student learning motivation and stimulation because teaching will attract students' attention more, and help improve students' understanding.

Using image media for 2 cycles has shown an increase in social studies learning outcomes of grade IV students of MIS Al-Khairat Deli Tua. This is evidenced by the increase in learning outcomes, activeness in learning in cycle I to cycle II. This is in accordance with the opinion of Sudjana and Rivai (2002: 2), that with learning media students do more activities during the learning process, not only listening but observing, demonstrating, doing directly and acting.

The above can be seen from the increase in student learning outcomes, the average grade score in the pre-cycle was 65.76 then in the first cycle it was 71.92 and in the second cycle it was 79.6. The number of students able to reach $KKM \geq 70$ in the pre-cycle there were 12 students, in the first cycle there were 15 students, and in the second cycle there were 22 students. The percentage of completion in the pre-cycle is 48%, cycle I is 60% and cycle II is 88%. So that in the second cycle, more than 75% of students reached $KKM \geq 70$ and for 3 students who have not reached KKM , it will be handed over to their class teacher for remedial. The three initials of the student's name are CH, Y and S. Of the three students, two of them CH and S have not reached KKM because they are included in the group of low-ability students who tend to be silent, and are less active in question and answer activities. Meanwhile, Y has not reached KKM because in cycle II, he is in a state of illness so that during learning he looks less excited, lethargic, and sleepy. The solution for the three students is to be given remedial to improve grades, and specifically for Y remedials to be carried out after their condition is healthy.

Based on the results of observations in the pre-cycle, student activity is still lacking, this is because most of the learning process is still mastered by teachers and teachers have not used existing learning media. After the action is carried out the result begins to be an increase. In cycle I the activeness of students begins to be seen, although the active ones are mostly students who have courage, but in cycle II the teacher plans to activate students who have not yet dared, by providing opportunities to ask questions and answer

questions asked by the teacher so that students are more improved and evenly distributed. To further liven up the atmosphere and spirit of the students, the teacher provides motivation by giving awarding prizes to the best students. In cycle II the teacher improves the quality of coloring and image graphics so that students are more interested in learning.

Based on the results that have been obtained from cycle I to cycle II, it can be concluded that the use of image media can improve the social studies learning outcomes of grade IV students of MIS Al-Khairat Deli Tua.

D. Conclusion

The image media used in this study are in the form of images of communication technology and transportation technology. In the learning process, image media is used in initial activities, core activities and final activities. In the first cycle, the use of image media in social studies lessons can increase student learning outcomes from the average grade point of 65.76 to 71.92 and when viewed from the achievement of KKM this value has reached KKM. Then in cycle II, the average score of students increased again to 76.90. The score has reached KKM and has reached the target where more than 75% of students obtained a score of more than 70.00. The results of the observation of student attitudes, from cycle I to cycle II have increased. This is evidenced by the increased activeness of students.

From the description above, it can be concluded that the learning outcomes and activeness of class IV students of MIS Al-Khairat Deli Tua increased by using image media in social studies subjects.

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