
APPLICATION OF THE LEARNING CYCLE MODEL WITH VIDEO MEDIA IN IMPROVING THE QUALITY OF LEARNING IPS FOR STUDENTS

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ABSTRACT

Improving the quality of social studies learning consists of improving teacher skills, student activities, and learning outcomes. Data on student learning outcomes showed as many as 21 students (70%) of the 30 students did not complete the KKM (64). This happens because the teacher has not been optimal in using learning models and media, causing student activity and learning outcomes to be low. Therefore, it is necessary to improve the quality of social studies learning through the application of the Learning Cycle model with video media. The purpose of this study was to improve the quality of social studies learning through the Learning Cycle model with video media for fifth grade students at SDN 32 Sungai Jaring. This study used classroom action research which was carried out in three cycles, each cycle consisting of one meeting with four stages, namely planning, implementation, observation, and reflection. The results of the reflection as planning for the next cycle. The subjects of this study were teachers and 30 fifth grade students at SDN 32 Sungai Jaring. Data collection techniques using test and non-test techniques were analyzed with descriptive and qualitative descriptive statistical techniques. The results showed that the teacher's skills in the first cycle obtained good criteria, the second cycle obtained very good requirements, and the third cycle obtained very good requirements. Student activities in cycle I got good criteria, cycle II got good criteria, and cycle III got very good criteria. Student learning outcomes in

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cycle I obtained sufficient criteria, cycle II obtained good criteria, and cycle III obtained excellent criteria. The conclusion of this research is the Learning Cycle model with video media can improve the quality of social studies learning for class V SDN 32 Sungai Jaring.

KEYWORDS

IPS, Quality of Learning, Learning Cycle, Videos



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INTRODUCTION

The quality of education is the responsibility of all parties involved in the world of education, especially for a teacher (Firdianti, 2018). Teachers should create an innovative and fun learning process for students (Trinova, 2012). To face the tough challenges of the life of a global society that is always changing, students need Social Science subjects designed to develop knowledge, understanding, and analytical skills on the social conditions of society in entering a dynamic social life.

Social Sciences (IPS) is a science that examines a set of events, facts, concepts, and generalizations related to social issues (Naja, 2018). At the SD/MI level, social studies subjects include Geography, History, Sociology, and Economics. Students are directed to be able to become citizens of Indonesia that are democratic, and responsible, as well as citizens of the world who love peace (Afandi, 2011). Social studies subjects are arranged systematically, comprehensively, and integrated into the learning process towards maturity and success in life in society (Rahmawati, 2013). With this approach, it is hoped that students will gain a broader and deeper understanding of the related field of science. Teachers must properly know the objectives of social studies learning so that in the future they can guide students to be able to face the tough challenges in the life of the global community (Rudi Riawan, Fitriyani, n.d.).

Based on the academic text of the study of the social studies curriculum policy, it was found that there were several problems in the implementation of the standard social studies subject content, namely the teacher was still oriented towards textbooks and did not refer to the curriculum document, the time allocation given was quite short or less proportional, while the material that had to be given was quite a lot, lessons still tend to memorize, the methods applied by teachers tend to be teacher activities, not student activities so that learning is still teacher-centered (Salay, 2019).

The results of the initial reflection with partner teachers on September 22, 2014, through observation data and field notes obtained during the implementation of the Field Experience Practice (PPL) that the quality of social studies learning is still not optimal, it can be seen from the teachers who have used learning models but have not varied and have used learning media such as images that can arouse students' interest and curiosity but their utilization is not maximized. Learning still emphasizes the memorization aspect, namely the teacher records the material on the blackboard then students copy and memorize the social studies learning material so that students do not understand the content of the material presented by the teacher. So the learning is still teacher-centered (FEBRIANA LUSI HAPSARI, 2013).

In addition, teachers in presenting material are still oriented from student handbooks and have not utilized other learning resources such as teacher handbooks, modules, and

other teaching materials (Asri, 2017). This causes student activity to be low, marked by student interest in participating in learning is still lacking and tends to feel bored when participating in classroom learning (Kristin, 2016). During group discussion activities, some groups can work well together, but there are groups that are less able to cooperate with their members (NADIA SIWI HAPSARI, 2014). Only a few students in the group want to work on the group worksheets are given by the teacher, the other members tend to be passive and still rely on their smart friends.

This is supported by data from the learning outcomes of fifth-grade students at SDN 32 Sungai Jaring in social studies learning that has not yet fully reached the Minimum Completeness Criteria (KKM) set by the school, which is 64. It is shown from student data as many as 21 of 30 students (70%) class V SDN 32 Sungai Jaring 02 Semarang experienced incomplete learning in social studies learning and got a score below the predetermined Minimum Completeness Criteria (KKM), which was 64, only 30% (9 out of 30 students) scored above the KKM and was declared complete. This shows the low mastery of learning in social studies learning for fifth-grade students at SDN 32 Sungai Jaring. Learning outcomes data show the lowest score is 30 and the highest score is 100 with a class average of only 63.5. Based on the learning outcomes data and the implementation of the learning, it is necessary to carry out learning improvement activities to improve the quality of social studies learning in class V SDN 32 Sungai Jaring 02 Semarang City. The operational quality of learning is defined as the intensity of systematic and synergistic linkages between teachers, students, curriculum and learning materials, media, facilities, and learning systems in producing learning processes and outcomes optimally in accordance with the demands of the curriculum.

Based on discussions with partner teachers, starting from the root cause of the problem to solve the learning problem, alternative actions with a scientific approach were determined to improve the quality of social studies learning in order to improve teacher skills, student activities, and student learning outcomes and can encourage student involvement in learning and increase creativity. The teacher by setting one of the innovative learning models, namely the Learning Cycle learning model with video media that is integrated with a scientific/scientific approach.

The application of the Scientific approach in classroom learning activities will be more optimal and effective if it is supported by using a learning model (Indarti, 2019). The learning model is a pattern that is used as a guide in planning classroom learning and tutorials (Lovisia, 2018). According to Arend (Marliani, 2015), the learning model refers to the approach to be used, including learning objectives, stages in learning activities, learning environment, and classroom management. The learning model can be defined as a conceptual framework that describes a systematic procedure in organizing learning experiences to achieve learning objectives (Annisa & Gr, n.d.).

The model used to support the scientific approach is the Learning Cycle model. (Wena, 2009) suggests Learning Cycle is a learning model with a student-centered constructivist approach. Learning Cycle is a series of activity stages (phases) that are organized in such a way that students can master the competencies that must be achieved in learning by playing an active role.

The research that underlies the choice of the Learning Cycle model is a research conducted by (Setyaningrum, 2021) which is published in the e-journal of the PGSD Pulpit of Ganesha University with the title Implementation of the Learning Cycle Model to Improve Mathematics Learning Outcomes of Fourth Grade Students at SDN Baler Bale Agung Jembrana Academic Year 2012/ 2013. The results showed that the implementation of the Learning Cycle learning model could improve the mathematics learning outcomes of fourth-grade students at SDN 5 Baler Bale Agung, Negara, Jembrana.

RESEARCH METHODS

This study uses a Classroom Action Research (CAR) design. Classroom Action Research (CAR) is a qualitative research conducted by teachers themselves when they encounter problems in learning and find solutions in an effort to improve the quality of their learning. This research was designed in three cycles. Each cycle is carried out in accordance with the changes to be achieved with reference to the research objectives. The subjects of this study were researchers as teachers and students of class IV C SDN 32 Sungai Jaring. The number of students as many as 30 students consisting of 18 female students and 12 male students. This research was conducted at SDN 32 Sungai Jaring Lubuk Basung District, Agam Regency.

Sources of data used in this study, among others, obtained from students and teachers. The types of data in this study include quantitative data and qualitative data. Researchers in collecting data in this study used non-test and test techniques. Data analysis techniques in this study are divided into two, namely quantitative data analysis techniques and qualitative data techniques. Quantitative data in the form of learning outcomes and learning quality to measure cognitive abilities in social studies learning. Analyzed with descriptive statistical analysis techniques by determining the value based on theoretical scores, percentage of classical completeness and average learning outcomes and learning quality.

RESULTS AND DISCUSSION

1. Discussion of Cycle I

a. Implementation Plan for Improving the Quality of Social Studies Learning by Implementing the Learning Cycle Model with Video Media

The lesson plan designed is a description of the activities to be carried out. Through the designed learning implementation plan, it can be seen what activities will be carried out by the teacher and what activities will be carried out by students. In addition, with a learning implementation plan, the learning to be carried out is arranged systematically so that learning becomes effective and efficient.

Based on the problems found from observations and collaboration with grade 1 teachers, the KD selected and determined was 3.1 Multiplying numbers which resulted in two-digit numbers. From the results of the assessment of the RPP by the observer, the RPP that was made was good. RPP has followed seven components of the Implementation of the Learning Cycle Model with Video Media. The learning objectives that the researcher formulated are clear and complete, in accordance with the Application of the Learning Cycle Model with Video Media. The formulation of learning objectives has been in a logical sequence from easy to difficult things. In the selection of teaching materials, the RPP that the researcher made was in accordance with the learning objectives, student characteristics, the available environment and the materials that the researcher would teach.

In organizing teaching materials, teaching materials are systematic, broad in scope, and in accordance with the time allocation. The selection of teaching materials is not in accordance with the characteristics of students. The media used is not varied, namely using matches so that students are less interested in participating in learning. The media used should be media that can arouse students'

enthusiasm and enthusiasm in participating in learning. For example marbles. Elementary school students are usually more interested in a variety of colors and objects that are close to students that appear in teaching materials so that they are not boring for students.

On the clarity of the learning process, the learning steps are in accordance with the Application of the Learning Cycle Model with Video Media, they are ordered, clear and detailed. However, there is one thing that has not been fulfilled, namely the learning steps have not been in accordance with the time allocation. The core can be seen in the RPP for the initial activity, the time allocation listed is only 10 minutes, while the activities carried out take more than 10 minutes. This is because teachers find it difficult to condition students to learn. The time stated in the RPP should be adjusted to the activities to be carried out so that the RPP made later is in accordance with the expected time with its implementation in the field.

The learning techniques used in the lesson plans are in accordance with the learning objectives, materials, and school environment of students but not yet in accordance with the characteristics of students. At the end of the lesson plan, the completeness of the assessment instrument has not been made as a whole, namely the question is not accompanied by a complete answer key and scoring. It is better for the next lesson plan, the teacher pays more attention to the completeness of the questions accompanied by a complete answer key and scoring.

b. Implementation of Improving the Quality of Social Studies Learning by Implementing the Learning Cycle Model with Video Media

The implementation of Social Studies Learning Quality Improvement using the Application of the Learning Cycle Model with Video Media in the first cycle in general has been going quite well. The implementation of learning has used seven components of the Implementation of the Learning Cycle Model with Video Media, but there are still components of the Implementation of the Learning Cycle Model with Video Media that have not been implemented properly. For example, the components of asking questions, learning communities, and modeling have not been implemented properly. At the stage of constructivism, the implementation of student knowledge activation learning is still not visible. This is because students are still hesitant to express opinions when asked by the teacher. At the inquiry stage, students make discoveries about how to solve whole number multiplication operations.

In finding ways to solve the problem of multiplication operations on whole numbers, students cannot be separated from the guidance of the teacher. The activity shows smart students who want to work. There are still many students who play while doing research. Finally, the time used is not in accordance with what was planned. After the inquiry activity, a question and answer session was held about the results found. This is evident in the component asking questions in the first cycle meeting, none of the students want to ask questions. Then at the second meeting of the first cycle only a small part of them wanted to answer the teacher's questions. Only smart students are willing to ask and answer the teacher's questions.

After students understand how to solve whole number multiplication

operations, students sit down in groups to discuss how to solve whole number multiplication operations. In the student learning community component work in groups but in reality are still dominated by smart students. Students are still hesitant to be active in group work and express opinions.

After the students finished group work, each group wrote and reported the results of their group work in front of the class. In the modeling activities at the 1st meeting of the first cycle, none of the groups wanted to give opinions and suggestions to the groups that appeared. At the second meeting of the first cycle, there were changes but there were still one or two groups who were willing to give opinions and suggestions to the groups that appeared.

At the reflection stage the teacher gives students a moment to think about things and the impressions they get after following the previous learning steps about the operation of multiplication of whole numbers. At the end of the lesson the teacher guides students to conclude the learning material. The teacher's activities in guiding students to conclude learning have been seen.

c. Learning outcomes and learning quality with the application of the Learning Cycle Model with Video Media

From the results of the first cycle research, it was found that the average grade of learning outcomes and the quality of student learning was cognitive cycle I 8.5 or 85%, learning completeness only reached 86% where out of 22 students only 19 students completed while 3 more students not finished studying. Then the percentage of students' affective outcomes at the first meeting of the first cycle reached 68% and psychomotor reached 67%. While at the second meeting of the first cycle the percentage of affective outcomes reached 72% and psychomotor reached 71.8%.

Based on the observations obtained in the first cycle, it is planned to carry out the second cycle. Researchers must improve learning and organizing time while still paying attention to the differences that exist in each student because each individual has different characteristics and potentials.

2. Discussion of Cycle II

a. Implementation Plan for Improving the Quality of Social Studies Learning by Implementing the Learning Cycle Model with Video Media

The Implementation Plan for Improving the Quality of Social Studies Learning by using the Application of the Learning Cycle Model with Video Media in cycle II with the KD selected and determined is 3.2 Knowing the development of production, communication, and transportation technology as well as the experience of using it with the Application of the Learning Cycle Model with Video Media. The formulation of learning objectives has been in a logical sequence from easy to difficult things. In the selection of teaching materials, the RPP that the researcher made was in accordance with the learning objectives, student characteristics, the available environment and the materials that the researcher would teach. The media used has supported the learning process.

In organizing teaching materials, teaching materials are systematic, broad in scope, and in accordance with the time allocation. In the clarity of the learning process, the learning steps are in accordance with the Application of the Learning Cycle Model with Video Media, are ordered, clear and detailed and are in accordance with the time allocation used. The learning techniques used in the lesson plans are in accordance with the learning objectives, materials, student characteristics, and the student's school environment. At the end of the lesson plan, the completeness of the assessment instrument has been made as a whole, namely the questions have been accompanied by a complete score.

b. Implementation of Improving the Quality of Social Studies Learning by Implementing the Learning Cycle Model with Video Media

The implementation of Social Studies Learning Quality Improvement using the Application of the Learning Cycle Model with Video Media in the first cycle in general has been going quite well. The implementation of learning has used seven components of the application of the learning cycle model with video media, but there are still components of the implementation of the learning cycle model with video media that have not been implemented properly. At the stage of constructivism, the implementation of student knowledge activation learning has been seen. At the inquiry stage, students make discoveries about the development of production, communication, and transportation technology and experience using them.

However, it cannot be separated from the guidance of the teacher. After the inquiry activity, a question and answer session was held about the results found. There are many students who want to ask and answer the teacher's questions. After students understand and recognize the development of production, communication, and transportation technology and experience using it, then students sit in groups to discuss the material. Students have started to be active in group work and do not hesitate to express opinions. After the students finished group work, each group wrote and reported the results of their group work in front of the class. Other groups have not hesitated to provide feedback and input to the groups that appear.

At the reflection stage, the teacher gives students a moment to think about things and the impressions they get after following the steps previous lesson about the operation of multiplication of whole numbers. At the end of the lesson the teacher guides students to conclude the learning material. The teacher's activities in guiding students to conclude learning have been seen.

c. Learning outcomes and learning quality with the application of the Learning Cycle Model with Video Media

From the results of the first cycle research, it was found that the average value of the class learning outcomes and the quality of student learning was cognitive cycle I 8.9 or 89%, learning completeness reached 95% where from 30 students 28 students completed while 2 other students had not finished studying . Then the percentage of students' affective outcomes in cycle II reached 81% and psychomotor results reached 83%. Thus, it can be concluded that the use of the Learning Cycle Model Application with Video Media can improve learning

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outcomes and the quality of social studies learning in Class V SDN 32 Sungai Jaring, Lubuk Basung district.

CONCLUSION

Based on the results of research and discussion, the researcher can conclude that learning planning is carried out based on the curriculum and is set forth in a set of lesson plans. RPP contains (1) Identity, (2) Competency Standards, (3) Basic Competencies, (4) Indicators, (5) Learning Objectives, (6) Learning Methods, (7) Learning Materials (8) Steps of Learning Activities, (9) approach, sources, and media, and (10) assessment. Competency standards used are 3. Doing multiplication and division of numbers up to two digits. The basic competence used is doing multiplication of numbers whose results are two-digit numbers. The implementation of learning with the CTL approach was carried out in 2 cycles. Cycle I was held for 2 meetings and cycle II was held for 1 meeting. Learning with the CTL approach has 7 steps, namely: carrying out constructivism activities by developing students' thinking about the knowledge they already have, carrying out discovering activities, developing students' curiosity by asking questions, creating a learning community, presenting learning models, reflecting at the end of the meeting, and do the actual assessment. The increase in learning outcomes from cycle I to cycle II is from the class average obtained from the cognitive, affective, and psychomotor aspects, namely from 72.6% to 84.3%. This shows that the learning outcomes of cycle I to cycle II have increased.

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