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Efforts to Improve The Learning Outcomes of Social *Big Book*

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Abstract

KIYARA, 20198600083. Efforts to Improve Social Studies Learning Outcomes on the Geographical Location of Indonesia Through Big Book Media. Thesis: Elementary School Teacher Education Study Program, STKIP Kusuma Negara Jakarta. 2023. The aim of this research is to improve social studies learning outcomes in the Geographical Location of Indonesia material through Big Book learning media for class V students in the even semester of the 2022/2023 academic year. The research method used is classroom action research following model. This research includes 2 cycles. where each cycle includes 4 stages, namely planning, (planning) action (action), observing (observation), reflection (reflection. The research time is 3 months, namely from April, May and June 2023. With The research subjects were 30 students, while data. This was proven by the average of the social studies tests in each cycle increased, namely in pre-cycle = 30%, cycle I = 43%, and in cycle II = 93%. This research concludes that social studies learning outcomes using Big Book learning media can improve students' social studies learning outcomes.

Keywords: Big book, Efforts, improve, Learning Outcomes, Social Studies.

1 INTRODUCTION

Education at this time has experienced a lot of progress. Learning is no longer teacher-centered, but student-centered. The learning system requires students to be active in the learning process. Today's teachers must be able to design interactive learning, so that maximum learning outcomes are in accordance with learning objectives. Learning outcomes are the process of changing the behavior of students in real terms after the teaching and learning process is carried out in accordance with the objectives of the lesson including cognitive, affective and psychomotor aspects.

Rulie Gunadi (2021), Social Sciences is the name of a subject that stands alone as an integration of a number of concepts from social sciences, humanities, science, and even various social issues and problems of life.Is a subject that has an important role in education.Social sciences education is an educational program and not a separate sub-discipline, so it will not be found in the nomenclature of philosophy of science, social science disciplines or educational sciences.

Social sciences is a subject that is not easy for most students to understand because understanding social sciences material requires analytical thinking and broad insight. Apart from that, in learning, teachers do not actively involve students, so learning is ineffective and causes boredom and boredom. Learning social sciences in elementary schools needs to be taken seriously by various parties, especially teachers and parents, because learning mathematics in elementary schools is the initial process for studying at the next level, namely, up to college level, where we know that learning social sciences is very necessary in the field of education.

Based on the results of observations of researchers who have done in July toi by August 2022 in class V of SD Insan Kamil with a total of 30 students, namely, 18 male students and 12 female students, it was discovered that problems were being faced in the learning process. Students do not pay attention to the teacher when the teacher explains the material, students actively talk to their friends and also do their own activities such as

playing stationery, scribbling on paper, folding paper. At the time of the interview with the class teacher, there were 9 students who passed the KKTP and 21 students who did not pass the KKTP so that, it can be said that not all students have completed the mathematics subject because There are still scores below the criteria for achieving learning objectives (KKTP), namely 75.

2 RESEARCH METHODS

The research that will be carried out is classroom action research (PTK) which is carried out in class V. Anas Salahudin (2015: 19), says action research is research oriented towards implementing action, by improving the quality or solving problems on a subject carefully and observing the level of success or as a result of the action, then further action is given which is to perfect the action or adjust it to the conditions and situation so that better results are obtained. In line with above, Zainal Aqib & Ahmad Amrullah (2018: 4) say PTK, namely research carried out by teachers in the class (school) where they teach with emphasis on perfecting or improving learning processes and practices.

3 RESULTS AND DISCUSSION

Is the result of the test in the form of multiple choice questions to students at the end of the cycle. Student learning outcomes are given to students at the end of the cycle. Learning outcomes as the main component in this study have exceeded the target set, namely showing 94%, of which the target in this study was 70%. Thus there is an increase in student learning outcomes as much as from the results of cycle I. This means that this research has been successful and there is no need to continue the next cycle. According to. Susanto (2013: 137) IPS is a science that examines various social and humanities disciplines as well as basic human activities that are scientifically packaged in order to provide insight and in-depth understanding to students, especially at the elementary school level.

Based on the results of data processing and processing of social studies learning outcomes in cycle I, students have not shown adequate results for KKM in learning Social Sciences on the Geographical Location of Indonesia. Students have not fully paid attention to the explanation given by the teacher. In addition, learning that is carried out using Big book media has not been able to run well. Initially students were still embarrassed to participate.

For Social Science learning outcomes data: fifth grade students at INSAN KAMIL Elementary School were obtained by distributing 20 presentation questions.

Nanang Priatna. and Ricky Yuliardi (2019: 150) say that in everyday life you can always find objects that are unique in shape, for example photo frames that are square, rulers that are triangular, and others, these shapes are flat. A flat shape is part of a flat plane that is bounded by straight or curved lines, (Imam Roji, 1977) Daitin Tarigan (2006) states, a flat shape is a flat shape that has two dimensions, namely length and width but has no thickness.

The geographical location of Indonesia is the position of the Indonesian state as seen from the earth's surface, in a real tight-knit natural appearance that limits Indonesia. Geographical location emphasizes natural phenomena in the form of natural conditions that surround the area. This means continents, oceans, lakes, seas and so on. The location of a region has important meaning for a country. The location factor for a country is an important element for the survival of that country, both in the social, economic, political and cultural fields. The location of Indonesia's territory can be divided into two, namely

geographical location and astronomical location. Geographical location is the location or position of an area in terms of its reality on the face of the earth in relation to the location or position of another area nearby. Geographically, Indonesia is located between the continents of the world, namely the continents of Australia and Asia and two oceans, namely the Indian Ocean and the Pacific Ocean. Indonesia is an archipelagic country that has a strategic location when viewed from its geographical location.In designing flat shape mathematics learning, a teacher must be able to create interesting and interactive learning, one of which can be a cooperative or group learning model.

Learning Media is a series of learning activities carried out by students in certain groups or individuals to achieve learning that has been formulated. There are four important elements in learning using media, namely the presence of participants in groups, individuals, learning efforts, goals achieved.

Media Big Book is a book that has a large size, writing, and pictures. Big Book sizes can vary, for example A3, A4, A5 or the size of a newspaper. Big Book media can be used for the early stages because it has characteristics that suit the needs of children.

*AECT (Association of Education and Communication Technology)*defines media as "all forms and channels used to convey messages or information.

The benefits of teaching media in the learning process include:

a) Teaching will attract more students' attention so that it can foster motivation to learn.
b) The meaning of teaching materials will be clearer so that it can be better understood by students, and enable students to master the teaching objectives better.
c) Teaching methods will be more varied, not just verbal communication through the teacher's telling of words, so that students don't get bored and teachers don't run out of energy, if the teacher teaches every lesson hour.
d) Students do more learning activities because they not only listen to the teacher's explanations but also other activities such as observing, doing, demonstrating and so on.

According to Madyawa, *Big book* media is a picture book that is chosen to be enlarged and has special characteristics, namely the enlargement of both text and pictures. Furthermore, Lynch and Madyawati stated that "a big book creates a secure and relaxed atmosphere in the classroom and attracts student's attention in teaching and learning process". So, Big book media is a large book that is colorful and equipped with pictures and text in it.

Big book media is a picture book that is chosen to be raised as having special qualities. The characteristics of *Big Book* media are: "Repetition patterns, Cumulative repetition patterns, Rhythm, Reading patterns based on culture that children are familiar with, Storylines that can be guessed. Using a big book requires focus and precision because making it requires a fair amount of time and effort. It is said by Harimurti explained the learning steps using Big book media, namely as follows:

1. The teacher's initial activity invites students to pay attention to the future which will explain the material taught by the teacher to students using Big Book media.
2. The teacher shows the front of the book, comments on the illustrations or pictures and words in the Big Book. The teacher reads aloud the title of the Big Book. The teacher directs students to comment on the images contained in the material in the Big Book media. Students are invited to predict learning material in the *Big Book*.
3. Complete Story Reading Activity: The teacher reads the story from the first page to the last page, imitated by the students. After the teacher finishes reading the sentences on each page, students imitate the sentences the teacher read.

4. The teacher points to picture by picture on each page. The teacher directs students to comment, giving students the opportunity to guess the picture in the material.
5. The teacher guides students to write and describe as in the Big Book. The teacher guides students to interpret each material explained by the teacher. Students reveal the parts of the material they like.
6. The teacher gives quizzes/questions to all students. At the time of answering the quiz should not help each other.
7. Evaluation.

Based on the explanation above, the Big Book media learning steps will be implemented as steps to create good learning media so that students can be active and get the best results.. The use of book media to help students make descriptions of geographical locations so that students are easier. Big book media is a form of media that children really like. According to the steps previously described. Can improve social studies learning outcomes on the subject matter where Indonesia's Geographical LocationSocial studies learning outcomes are changes in knowledge and behavior obtained from the learning process as a result of experience and practice. So that students can understand, identify and solve problems related to Indonesia's geographical location.

3.1 Precycle

This classroom action research was conducted at INSAN KAMIL Elementary School, Bekasi, East Jakarta. Researchers took class VI as the subject of this study. The research was conducted in the even semester of the 2022/2023 academic year, namely from April to June 2023. Before taking action, to determine the initial conditions the researcher made observations during the social studies learning process. Researchers made observations in August 2021. Observations were made during the social studies learning process. This observation aims to determine the learning outcomes of fifth grade students at SD INSAN KAMIL. Based on the results of observations, most of the students were seen playing alone when the teacher explained the subject matter. Some students played with their stationery, while others watched the teacher explain the material. Besides that, focus of students during teaching and learning activities only briefly. Less student learning outcomes can have a negative impact on learning outcomes. Therefore, effective steps are needed to overcome this problem. In addition to observation, the researcher also gave oral tests to students. The aim is to get a score of students' reading ability. Next, the researcher conducted direct interviews with class V students and teachers. This pre-action interview was conducted to determine the extent of the students' reading abilities. From the results of the pre-action survey, only 9 out of 30 students in class V of INSAN KAMIL Elementary School met the minimum passing criteria in social studies. Effective steps are needed to overcome this problem. Apart from observations, researchers also gave oral tests to students. The goal is to get a student's reading ability score. Next, the researcher conducted direct interviews with students and teachers of grade V. This pre-action interview was conducted to determine the extent of students' reading ability. From the results of the pre-action survey conducted, only 9 out of 30 students in grade V SD INSAN KAMIL met the minimum graduation criteria in social studies. Effective steps are needed to overcome this problem. In addition to observation, the researcher also gave oral tests to students. The aim is to get a score of students' reading ability. Next, the researcher conducted direct interviews with students and teachers of grade V. This pre-action interview was conducted to determine the extent of students' reading ability. From the results of the pre-action survey conducted, only 9 out of 30 students in grade V SD INSAN KAMIL met the minimum graduation criteria in social studies. This pre-action interview was conducted to determine

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3.2 Cycle I

Based on the results of researchers' observations carried out from July to August 2022 in class V of SD Insan Kamil Bekasi with a total of 30 students, namely, 18 male students and 12 female students, it was found that problems were being faced in the learning process. This happens because during the learning process the teacher is still inappropriate in using learning media. With this, students pay less attention to the teacher and actively play on their own. It is appropriate that in this era, interactive and interesting learning media is needed. Big Book media requires students to be able to study well and think critically.

The initial steps taken by the researcher before conducting classroom action research were initial observation or conducting pre-research in the form of initial pre-action to determine the initial state of students' abilities in the Social Sciences subject material on Indonesian geographical location in class V. Next, the researcher entered cycle I research. Cycle I

a. Planning Stage (Planning)

In this stage the plans made include:

1) The researcher determines the class action time according to the agreement of the teacher and colleagues.
2) The researcher prepared a lesson plan according to the material that will be presented regarding the geographical location of Indonesia with learning media using Big Book media.
3) Prepare practice questions.
4) Prepare learning media about images of maps of the Indonesian archipelago.
5) Compile and prepare observation sheets for learning implementation for each meeting.
6) Prepare documentation of learning activities as they take place.

b. Action Stage (Action)

In the action stage, it will begin with realizing the Learning Implementation Plan (RPP) that was made previously. Activities start from preparing the class, conditioning students, providing apperception, providing learning objectives and using Big Book media to convey material on the geographical location of Indonesia with the following stages:

a. 1st meeting The teacher introduced the geographical location of Indonesia through Big book media.
b. 2nd meeting The teacher repeats the material and asks students to observe pictures of natural appearance after that discuss with friends.

1) The teacher presents material on the geographical location of Indonesia using Big Book media.
2) Students work on practice questions independently.
3) After working independently, students are assigned to pair up with their group mates and discuss what they have thought
4) After students identify the problem with their partner, each pair shares it with another pair.

5) Presentation in front of class.
6) In the learning process the teacher gives an assessment to these groups by giving points and the teacher rewards the best group with one chocolate per child.

c. Observation / Observation Stage

At this observation stage will be carried out simultaneously with the action stage implemented. In this stage, the teacher as a researcher observes the course of students' activities during the learning process, then records and documents them. This data collection was carried out using an assessment format that had been prepared, the data collected was in the form of qualitative and quantitative data. Qualitative data can be in the form of a description of students' activeness in the learning process and quantitative data in the form of scores from test results. This can be used as a reflection in subsequent actions with collaborators or fellow teachers.

At this stage, an observation process will be carried out on the implementation of actions in the following ways:

1) Researchers pay attention to everything that happens at the beginning to the end of learning activities.
2) Observation of student activity during learning takes place based on the format that has been prepared.
3) The researcher paid attention to the extent to which students were successful in group learning to complete assignments in the social studies subject on the geographical location of Indonesia through the application of the Big Book media.

d. Reflection Stage (Reflecting)

At the reflection stage the teacher will be able to interpret and evaluate the process that has been carried out so that if problems are encountered they can be corrected in the next cycle. This problem can be seen in students who look less active, passive, many still play alone and chat with their friends. .

The reflection stage was carried out to examine the results and shortcomings encountered during the Social Sciences learning process regarding the Geographical Location of Indonesia through the application of learning media using Big Book media in cycle I so that it becomes a consideration or input in Mathematics learning in the next cycle.

The initial steps taken by the researcher before conducting classroom action research were initial observation or conducting pre-research in the form of initial pre-action to determine the initial state of students' abilities in the social science subject Geographical Location of Indonesia in class V. Next, the researcher entered cycle I research.

Cycle I

a. Planning Stage (Planning)

In this stage the plans made include:

1) The researcher determines the class action time according to the agreement of the teacher and colleagues.
2) The researcher compiled the RPP according to the material to be conveyed with the Media Big Book material.
3) Prepare practice questions.
4) Prepare learning media in the form of flat slide images.
5) Compile and prepare observation sheets for learning implementation for each meeting.
6) Prepare documentation of learning activities as they take place.

b. Action Stage (Action)

In the action stage, it will begin with realizing the Learning Implementation Plan (RPP) that was made previously. The activity starts with preparing the class, conditioning the students, giving apperceptions, providing learning objectives and using the Big Book Learning Media to convey the geographical location of Indonesia with the following stages:

1) The teacher presents material on the geographical location of Indonesia using Big Book media.
2) Students are divided into heterogeneous groups, each group consisting of 2 members/students
3) Students work on practice questions independently.
4) After working independently, students are assigned to pair up with their group mates and discuss what they have thought
5) After students identify the problem with their partner, each pair shares it with another pair.
6) Presentation in front of class.
7) In the learning process the teacher gives an assessment to these groups by giving points and the teacher rewards the best group with one chocolate per child.

c. Observation / Observation Stage

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1) Researchers pay attention to everything that happens at the beginning to the end of learning activities.
2) Observation of student activity during learning takes place based on the format that has been prepared.
3) The researcher paid attention to the extent to which students were successful in group learning to complete assignments in the Social Sciences subject on the Geographical Location of Indonesia through the application of the Big Book media.

d. Reflection Stage (Reflecting)

At the reflection stage the teacher will be able to interpret and evaluate the process that has been carried out so that if problems are encountered they can be corrected in the next cycle. This problem can be seen in students who look less active, passive, many still play alone and chat with their friends. .

The reflection stage was carried out to examine the results and deficiencies encountered during the social studies learning process regarding the Geographical Location of Indonesia through Big Book media learning in cycle I so that it becomes a consideration or input in social studies learning in the next cycle.

3.3 Cycle II

Based on the observation sheet by colleagues as observers and the learning results of cycle II have increased, where the average class score is 75 and there are 2 students (7%) who have not completed it. With the change in learning media using *Big Book* media, there has

been quite a good increase in terms of interest where student enthusiasm continues to increase as well as in learning outcomes.

Based on observation sheets by colleagues as observers and learning outcomes in cycle II, it appears that there is an increase in interest and learning outcomes using Big Book media.

From these data it is known that the test results contained in the second cycle of the class average for social studies subject matter Geographical Location of Indonesia, the class average above the KKM is 82.5, with the number of students who have not completed as many as 2 students (7%) and students who have completed as many as 28 students (93%). This data shows that 93% (28 students) can understand the material.

From the results of research to improve the learning outcomes of Indonesia's Geographical Location material through the Big Book media, it can increase as expected. Presentation of completeness from pre-cycle to cycle II can be presented in the following figure:



Figure 1. Presentation of Pracycle Completeness to Cycle II

4 CONCLUSIONS

Based on the results of the research, data analysis, and discussion, on the results of Classroom Action Research conducted by researchers at SD Insan Kamil, Bekasi, namely to find out the increase in learning outcomes in class V mathematics through the application of Big Book media, it can be concluded:

The application of Big Book media in class V SD Insan Kamil Bekasi can improve student learning outcomes. These results can be seen in the score on learning outcomes in each cycle where the mastery results at the beginning of learning (pre-cycle) by 30% increased in cycle I by 70%, then continued to increase in cycle II by 93% with KKM 75.

Increasing learning outcomes is also influenced by students' interest in learning, which occurs using interesting learning methods and appropriate learning media. By using the application of Big Book media in class V SD Insan Kamil Bekasi. Can increase student activity in learning. This is because an attractive learning design makes learning meaningful for students.

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