

# The Implementation of Problem Based Learning using Video in Civic Class to Improve Learning Outcome and Student Activities of Grade 5 Students of Public Elementary School of Bulak Rukem I No. 258 Surabaya

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**Abstract**-This study aimed to improve students' learning outcomes and activities in the Civic Class of Theme 7 Sub-theme 2 with Problem Based Learning model using Video in second semester of grade 5 Public Elementary School of Bulak Rukem I No: 258 Surabaya. This is a classroom action research carried out in 2 cycles consisting of preliminary study, planning, implementing, reflecting and revision. There were three kind of data used in this research namely students' learning outcome, teacher competence, and students' activity. Students' learning outcomes were obtained from a test for each cycle, while teacher competence and students' activity were obtained from observation sheet. The result showed that there were 21 out of 39 students that (53.8%) met the passing grade in the first cycle and 32 students (82%) met the passing grade in the second cycle.

**Index Terms** - teaching model, video, learning activity, learning outcomes.

## I. INTRODUCTION

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state. Functionally, education is an effort to prepare someone to fight for the future so that they can live more prosperously, as an individual and as a group of a community, a nation and among nations. From a religious perspective, education is also effort to prepare someone to reach the happiness in the future, not only in the world but also the world after life.

Civic teaching is still not optimal. It seems stagnant, boring, and less interesting to students. This is due to the fact that the teaching is still mostly teacher-centered and barely implements basic innovative teaching strategies. Therefore, renewed strategies and innovation are absolutely needed in teaching Civic. The results of an observation of civic class in Public Elementary School of Bulak Rukem I number 258 Surabaya showed that students there still have limited understanding about the material (civic). There were only 21 students (53.8%) who met the passing grade, while the other 18 students (46.2%) got scores below the passing grade. This data shows that teaching objective is not achieved as student's understanding about the topic is still limited. (Primary Data: SDN Bulak Rukem I No: 258 Surabaya)

There are two factors that are believed to cause numbers of students don't complete civic teaching. First, students are passive. They do not play any active role during the teaching process. At the beginning of teaching, the teacher informs the teaching objectives. Then, students are told to learn and memorize the material from the textbook. After that, the teacher opens a question and answer session which is followed by exercises, answering questions in the textbook. Thus, the learning activity becomes a boring routine dominated by lecture, question and answer, and assignments. Second, student's knowledge is limited. They are only told to memorize facts and materials written in the textbook and do not have any media to help them to have better understanding about the topic.

To overcome the problems, teachers need to use varied teaching models and media. This study tried to offer a solution in improving the activities and learning outcomes of students by implementing problem-based learning model (PBL) using videos.

### **Problem Based Learning Model**

Baud & Feletti stated that problem-based learning is a way of teaching toward structuring as an approach that involves students to deal with problems through real practice in accordance with everyday life [1]. Problem-Based Learning is a teaching model that is used to generate high-level intelligence of students in a condition that are oriented to existing problems, including learning how to learn [2]. This teaching model is characterized by the activity of asking students to answer a real and meaningful problem. The problem is made as real as possible to make it easier for students to conduct their own studies and discoveries.

Referring to the various opinions above, it can be concluded that problem-based learning is a learning model which is programmed and described to develop the ability of students to solve problems according to daily life.

### **The Syntax of Problem Based Learning Model**

Phase	Teacher Activities
Phase 1: Orientate student to the problem	Teacher explains the purpose of teaching, describes the required logistics, and motivates students to be actively involved in solving the selected problem.
Phase 2: Organize students	Teacher helps students define and organize learning tasks related to the problem.
Phase 3: Individual and group research guide	Teacher encourages students to gather appropriate information and to carry out experiments for explanations and problem solving.
Phase 4: Develop and present the work	Teacher assists students in planning and preparing suitable works such as reports, models, and sharing assignments with friends.
Phase 5: Analyze and evaluate problem-solving process	Teacher helps students for investigations and their reflection processes.

**Video Media**

Video media can provide pleasant conditions for students. By using videos, students can participate in fun, effective, and efficient learning. This is believed to offer a positive effect on the activity and learning outcomes. The selection of video as the learning media is based on the previous researches that found that using video for teaching can improve learning outcomes [3]. Using appropriate learning media and methods to organize and present relevant information can improve the efficiency of the independent learning process.

**Student Learning Activities**

Student activities involve physical and mental actions. In learning activities, both are interrelated [4]. Both play important roles in influencing student action and motivation. The enthusiasm of students in learning becomes one of indicators of the student eagerness to learn. Students are categorized as enthusiastic when they actively ask educators or discuss with other students, are eager to do the task, are able to answer questions, and are enthusiastic when given the task of learning. All attitudinal characteristics can be viewed from two aspects, namely the process aspect and the outcome aspect.

**Learning Outcomes**

According to Abdurrahman, learning outcomes are abilities acquired by children after going through learning activities [5]. Learning outcomes are the most important part of learning. Student learning outcomes in a broader sense covering cognitive, affective, and psychomotor [6]. Learning outcomes are outputs from an input processing system. The input is in the form of various informations while the output is action or performance.

**II. IDENTIFY, RESEARCH AND COLLECT IDEA**

This research is Classroom-Action Research. Classroom action research is a study to solve teaching problems in the classroom [7]. Classroom action research is an observation of learning actions such as actions that are intentionally caused and simultaneously occur in class [8]. The aims of Classroom Action Research are to advance the quality of teaching processes and outcomes, to solve teaching problems, to advance professionalism, and to develop academic habits. This study used CAR model described by Riyanto which is a modification of the Kemmis and Mc. Taggart model. The model covers four stages (1) initial study, (2) planning, (3) action / observation, and (4) reflection [9].

**Location and Subject**

The subjects in this study were 5th grade students of Public Elementary School of Bulak Rukem I No: 258 Surabaya consisting of 21 boys and 18 girls. This research was conducted at Public Elementary School of Bulak Rukem I No: 258 Surabaya.

**Data Collection**

1. Observation

Student behavior is a process of an action that can be observed and can be measured through an observation [6]. The observation of this study is carried out during the civic class. This observation is carried out to get the bigger picture of what are the advantages and disadvantages of the teaching stage. The observations include two things:

- a. Student activities. It is all forms of behavior and all activities of students during the class.
- b. Teacher activities. It is all forms of behavior and all activities of students during the class.

2. Test

Tests as assessments are problems or questions given to students in the form of oral tests, written tests, or action tests to assess and measure student learning outcomes [6]. This study only focused on the assessment of aspects of knowledge. Student knowledge was assessed using a test given to students in the form of fill-gap and short essay test. The test were carried out at the end of learning in each cycle.

**Data Validity and Data Analysis**

**1. Student Activities**

Observation result were analysed using the following formula:

$$P = \frac{F}{N} \times 100\%$$

Annotation:

- P = percentage of activity
- F = observed acvitivity scored
- N = maximum scored for all observed activity [10].

The results were then converted into these categories:

- 81 – 100 : excellent
- 61 – 80 : good
- 41– 60 : fair
- 21 – 40 : poor
- 0 – 20 : very poor [11]

## 2. Learning Outcome Result

The average score of the class was calculated using the following formula:

$$M = \frac{\sum X}{N}$$

Annotation:

- M : the class average score;
  - $\sum X$  : the total of student score;
  - N : number of students who taking the test;
- (Sudjiono, 2010:81)

The mastery learning was calculated using the following formula:

$$P = \frac{f}{N} \times 100\%$$

Annotation:

- P : percentage of the mastery learning;
- f : number of students who pass the minimum grade;
- N : number of students who taking the test [11].

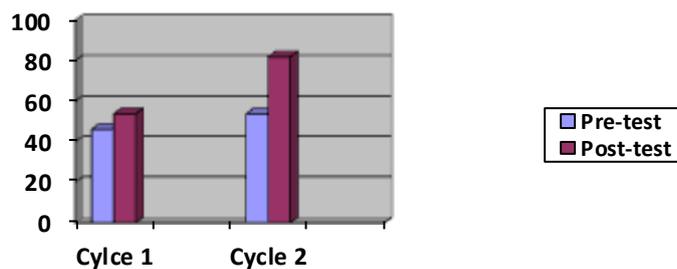
Success. The indicators of success in this observation are:

1. The observation of student activities were considered successful if at least 80% of the indicators planned for the teaching were occured during the observation process.
2. Student mastery learning is considered successful if 80% of the students get a score of equal to or more than the passing grade ( $\leq 75$ ).

### III. RESULTS AND DISCUSSION

There was a significant increase in learning outcomes and student activities. The test results showed that students who met the passing grade in the first cycle were 21 students (53.8%), while students who did not meet the passing grade were 18 students (46.2%). In the second phase, the number of students who met the passing grade increase significantly to 82% (32 students), while the number of students who pass the minimum score dropped to only 17.94% (7 students). The average learning outcomes also showed an increase from 74.14 in the first cycle to 83.14 in the second cycle.

Based on the data above, it can be concluded that the learning outcomes increased. There were 11 students showed improvement, from 21 who pass the minimum grade in cycle 1 to 32 students in cycle 2 or from 18 students who did not pass the minimum grade in cycle 1 to 7 students in the cycle 2. Besides, the average learning outcomes also showed improvement. It increased 8 points. Then, it can be said that the cycle 2 was successful. It was shown by the percentage of mastery learning of 86.20% and the average score of 83.14. The progress is shown in the diagram 1.



#### IV.

#### CONCLUSION AND SUGGESTION

Based on the result above, it can be concluded that:

The implementation of problem-based learning model using video in civic class to improve student activities and learning outcomes of grade 5 students of Public Elementary School of Bulak Rukem I No: 258. In cycle 1, students were reluctant to ask questions and give opinions, passive during discussion, and embarrassed to come forward presenting the results of their discussion. However, in the second cycle, students were dared to ask and give their opinions, were active in discussing and willing to come forward to present the results of the discussion without being told by the teacher. This can be proven from research data that shows that student learning activities have increased.

The implementation of problem-based learning model using video in civic class can improve learning outcomes.

Based on the conclusion above, it is recommended for the school to:

Implement the Problem Based Learning model using video in the civic class, especially for grade 5.

Make this learning model as the alternative teaching model for other subjects.

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