

Social studies learning activities in group investigation learning models using animation media for elementary school

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Abstract. The purpose of this study was to determine the increase in student activity in social studies learning using cooperative learning type group investigation models and animation media in elementary school students. This research is a classroom action research. The results of this study are increasing student activity from cycle I to cycle II. This research implies that elementary school teachers can improve student learning activities in social studies learning using the Cooperative Learning Group Type Investigation learning model and animation media.

Keywords : Activities, Students, Learning

1. Introduction

Social Studies learning is compulsory learning that taught at the elementary school level [1]. Social studies are learning that combines social science and humanities to improve people's abilities [2]. Social studies learning is teaching learning about the past, present and future as citizens who understand human relations and are responsible as citizens [3]. Social studies learning is taught in elementary schools aimed at increasing the effectiveness of society as citizens [4]. Social studies learning also makes school students brave, understand values, challenge and be active [5]. Besides that social studies learning is not just transferring knowledge to students but teachers how students can adjust to social and physical life during learning [6]. It can conclude that social studies learning not only teaches social science knowledge but teaches to behave and interact socially.

Social studies learning examines events, facts, concepts and generalisations [7]. This concept which will teach the rest of elementary schools related to social issues, the learning approach that is teacher-centred is not by the demands of the current curriculum. Social studies are learning that requires active students and is not rote learning so that the social studies learning paradigm as boring money learning appears to reduce activities in the learning process in elementary school.

Based on observations conducted by researchers in elementary school it was concluded that the low level of social studies learning activities in elementary schools. This case is caused by learning that is dominated by teachers, so students only listen to the teacher to deliver the material orally without involving students in the learning process. The analysis of the researchers states that the emergence of this problem is due to the teacher only using

conventional methods in the process of delivering problems, while based on the facts of social studies learning that social studies learning is learning that requires active students. Therefore, the need for an update on the learning model used by the teacher. Therefore the learning model that is considered to be able to improve the learning activities of elementary school students is the Cooperative Group Investigation Type Model.

The cooperative learning model is a learning model that students learn in their groups so students can solve problems, give ideas, and share known concepts [8]. The cooperative learning model is a learning model that students learn in small groups communicate with each other, focus on problems, build prior knowledge, build new knowledge and use strategies that can solve problems [9]. Also, cooperative learning trains students to be responsible not only to themselves but also to other people [10]. It can conclude that cooperative learning is learning that requires students to learn groups and copy interacting to dig up information.

Cooperative learning models have many types such as STAD, TGT, jigsaw, and others. [11]. However, in this study, the cooperative group type investigation model was used. The investigation group is a learning model that involves students in planning the topic of the problem to be discussed and conducted an investigation [12]. Hosein stated that investigative groups are learning models where students actively discuss in heterogeneous groups, information and training practices [13]. Group investigation is learning that divides the class into several groups that have problems, the problem is shared with group members, in groups digging information, analysing and integrating with other groups [14]. In the investigation group, students learn in different groups and actively discuss each other and investigate the problems given in the group.

Then, the changing times have entered the era of industrial revolution 4.0 [15]. The era of industrial revolution 4.0 is the era of the use of information technology and communication in everyday life [16]. The era of industrial revolution 4.0 demands changes in all aspects and fields of human life. Changes that occur are the use of technology in life included in the learning process in the classroom. Technology and learning processes have very close links [17]. Technology can take a role as a means in the learning process. The use of technology in learning can be started from the use of learning media. One of the technology-based media that can be used by teachers is the use of animated video media. Animated videos can improve the quality of learning [18]. Besides that, the use of animation media is very suitable to be applied in learning in the technological era. Based on these facts, this study aims to improve students' social studies learning activities using group type cooperative investigation and animation media models.

2. Method

This research is a Classroom Action Research (CAR) study because research aims to identify problems in improving and overcoming a problem through the process of investigation, action, reflection and sharing [19]. The subjects in this study were Class III students at Kartika Padang Elementary School totalling 25 people. The procedure of this study uses the MC Taggart research procedure, namely planning, action, observation and reflection [20]. This study consisted of two cycles. Cycle I consists of 2 meetings and cycle II consists of 2 meetings as well.

3. Result and discussion

At the planning stage, the teacher makes a learning plan that adapted to the cooperative model type investigation group using animation media. Learning planning needs to be made because with teacher planning it can determine how students must learn [21]. Besides learning planning includes learning objectives, learning objectives, learning activities and learning media that will determine the quality of the learning process [22]. Planning is carried out using investigative group learning using animation media. The steps of the investigation group, identify topics and organise students into groups, planning task to be learned, conducting investigations, prepare a final report, final report and evaluation [23]. This steps include to using animation media.

The results of observations of student activities in the first cycle of meetings 1 and 2 get sufficient classification. This results can see in the table below.

Table 1. Activities Student Achievement Assessment On Cooperative Learning Model Using The Media Animation Investigation Group

No	Cycle	The number of students	Classification	Average
1	1 st cycle of meeting 1	4	Very Good	63
		5	Good	
		5	Enough	
		11	Less	
2	1 st cycle of meeting 2	5	Very Good	67
		6	Good	
		7	Enough	
		7	Less	
		Average		65
				Enough

Based on table 1 above it can see that the average activity category of students is still insufficient classification. The analysis of the researchers on the results of student activities in cycle 1 is the activity of students is not maximal, because if student activities are maximal, then the results of the observations will be good.

Based on observations made there are student activities that have not been appropriately implemented, namely:

- Student activities in carrying out investigations based on the animation video that aired, students have not been able to give input to the group.
- Student activities in preparing reports, students have not maximally made conclusions related to the problem investigated; students do not yet understand what plans will be reported and present it.
- Student activities in presenting the final report, students do not clarify and do not ask questions.
- Student activities in conducting evaluations, students do not combine input on the topic under investigation.

In addition to the above problems, some problems are considered quite crucial that cause student activities have not yet reached. Students are not accustomed to learning in groups. Play an active role in groups when conducting investigations, because they do not understand.

After knowing the results of the observation. The researcher reflects. At the time of research students have not been able to give input to the group, have not been able to present the report, have not been able to clarify and not ask questions. The solution that implemented in the future is to motivate students to be able to give input to the group, present the report and ask questions. This motivation needs to be given by the teacher to students [24]. Olson states that giving students motivation can improve the learning process [25]. Motivation can be in the form of external motivation to reinforce in order to provide input to the group. Student activities that are not optimal in making conclusions, planning what reported and not incorporating inputs on the topic under investigation. The solution to this problem is the teacher guiding students to be able to make reports, conclude, plan what reported and combine input on the topic under investigation. The teacher's job is as a mentor who can make students learn [26]. The teacher as a guide is the teacher who directly guides students to do something useful based on direction [27]. The teacher must be able to guide students who have not been able to find information from each problem that exists.

After the reflection on the first cycle, it is necessary to make improvements in the second cycle. Planning is according to the group investigation learning step. The results of observations of student activities in cycle II can vary see in the following table:

Table 2. Results of Student Learning Activity Achievement Assessment with Cooperative Learning Model Group Investigation Using Animation Media

No	Cycle	The number of students	Classification	Average
1	2 nd cycle of meeting 1	8	Very Good	78
		6	Good	Good
		7	Enough	
		4	Less	
2	2 nd cycle of meeting 2	12	Very Good	85
		8	Good	Good
		5	Enough	
		0	Less	
		Average		81,50
				Good

Based on table 2 above it can see that the average activity category of students is already in the Good classification. Based on observations carried out there is one descriptor who gets low results, namely, students are less daring to express opinions. This observation happens because some children are still not confident to express their opinions. The solution that can do is to give motivation to their students that they can appear boldly through practice. Motivation is one of the keys to the learning process [28]. Motivation can improve student learning abilities [29]. Motivation is the driving force that guides, controls, and pursues student behaviour [30]. Motivation can make students aware of the problems faced.

Based on observations in the second cycle showed good results, then no more research is needed in the next cycle. This proves that the Group investigation type cooperative learning model using animation media can increase student activity in learning social studies. The cooperative learning type group investigation model is a model that involves active students in the learning process [31]. This learning model can create students working in groups so that students can explore students' ideas and skills in damaging and solving problems. Students are

required to formulate problem-solving so that students are required to be active in seeking information about the problems that will be created. This group investigation model also requires students to carry out investigations so students must be actively involved in understanding the investigations fully.

Besides that animation has the character to facilitate students in developing an understanding of learning [32]. The animation can present the visualization of students so that students easily understand the information they want to find [33]. Besides, animation presents virtualization that helps students in conducting investigations in the learning process by using the group investigation model. Therefore the learning model type group investigation using animation media can improve student learning activities.

4. Conclusion

The cooperative learning model of the investigation group type that applied to social studies learning in elementary schools using animation media can improve the learning activities of elementary school students.

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