



THE USE OF FILM MEDIA TO IMPROVE STUDENT ACHIEVEMENT IN SOCIAL STUDIES SUBJECTS

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ABSTRACT

The purpose of this study was to describe: (1) Planning Learning, (2) Learning Activities, (3) Learning Achievement study, (4) Evaluation of Learning with media. The method used is classroom action research carried out with 3 cycles. Data collection tools included observation sheet, photo documentation, interviews and tests. The results of this study indicate: (1) Increase Value of Learning Planning, the results of cycle 1 is 3.61 (72%), cycle 2 is 3.73 (74%), cycle 3 is 3.81 (76%), (2) Improved student learning activities, cycle 1 students who are active 51%, of the six indicators of activity, three indicator of activity is reached (note, listening and discussion), while three indicators of the activity has not been achieved (listening to the teacher, asking and answering questions), cycle 2 students 71% active, the activity of the six indicators, four indicators of activity is reached (listening to the teacher, notes, listen and talk) while the two indicators has not been achieved (asking and answering questions), cycle 3 students who are active and 94% of the 6 indicators have been achieved in overall (listening to the teacher, taking notes, listening, discussing, asking and answering questions), (3) Improved student learning outcomes, students who complete a cycle of 55.1%, students who complete the cycle 2 and cycle 3 86% of students who complete 93 %, (4) Improvement of evaluation of learning, 1 cycle at 80%, 90% cycle 2 and cycle 3 reached 98%.

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INTRODUCTION

Social studies education is a subject that studies social life whose materials are based on the study of history, geography, economics, sociology, anthropology and state administration (Afandi, R. 2011). One of the social studies subject materials, especially from the aspect of geography, that is still difficult to understand is the material on geographical conditions and natural resources at SMP 25 Pesawaran is still considered difficult to understand. Based on the observation results of the 2020/2021 school year, in learning practices so far, especially at SMP N 25 Pesawaran for social studies subjects, there are still many obstacles, including the problem of learning media which is still very minimal so that the quality of learning and learning outcomes are not optimal. In the context of learning, media is defined as a teaching aid, this indicates that all types of electronic and non-electronic devices are called as long as they are able to convey learning content (Susanto, H., Irmawati, I., Akmal, H., & Abbas, E. W. (2021).

Based on the results of interviews with several students, they admitted that it was difficult to understand the material of geographical conditions and natural resources because learning so far was only memorizing so that they did not know concretely the facts and events that had happened in the field. At this

time, social studies learning tends to be dominated by teachers and is only fixated on textbooks so that students do not know concretely about the material being delivered. Meanwhile, professional teachers are required to be able to display their skills in front of the class. One of these skills is the ability to convey lessons to students (Anitah, S. 2007). In addition, children's way of thinking that is still concrete causes them to be unable to grasp the abstract or abstract something concrete.

The low interest and activity of students to study at school is one of the factors in choosing the use of film media in social studies learning in the class. By using film learning media, teachers and students can communicate well and more directed. Similarly, judging from the effectiveness for teachers by using film media can help in conveying material messages more easily to students. Communication between teachers and students or students with students becomes more active and interactive. In addition, in digital learning in schools, there have been many various technical methods used, such as in an effort to increase student motivation, interest, and understanding in receiving material (Pranata, K., Kartika, Y. W., & Zulherman, Z. 2021). Learning is said to be successful if students are able to understand what they have learned (Salam, R.2017).

METHOD

The method used is classroom *action research*, which is a research that is carried out systematically reflective of various actions taken by teachers as well as researchers, from the preparation of a plan to the assessment of real actions in the classroom in the form of teaching and learning activities in improving the learning conditions carried out.

Data collection about the object of research was used observation, interview, test and documentation tools. Observation is an observation with the aim of finding and recording data about the object being studied and its impact in classroom action research. The observation was carried out in the study to record data on whether there was a change in student behavior for the better in the learning process and the impact of the actions taken. Interviews are used to clarify the information collected and to retrace students' answers about students' responses during learning activities as well as students' suggestions for the learning process. The evaluation tool is in the form of a multiple-choice written test that is used as an illustration material obtained from student learning outcomes and learning activities in the learning process.

Data Processing Techniques through Procedures: data processing, data validation is carried out through stages including: (2) Data Validation, (3) Data Interpretation Data validation is carried out through triangulation. The data analysis technique in this study is descriptive analysis, which is an analysis of a condition or symptom that is described as it is, starting from the beginning at the time the research is carried out to the end of the research.

RESULTS AND DISCUSSION

Planning and action of the first cycle by playing film media for the first 5 minutes then pause then played for the second 5 minutes with learning activities including listening to the teacher's explanation, recording important points from the movie played, listening to the movie played, group discussion, asking and answering questions, the results were obtained including the learning planning score reaching 3.61 (72%) in good criteria. Student activity in learning reached 51%, of the 6 new activity indicators, 3 indicators were achieved (taking notes, listening and discussing) while 3 indicators had not been achieved (listening to the teacher's explanations, asking questions and answering questions). Teacher activity reached a score of 3.61 (84%) in the good criteria. Student learning achievement has not reached the class completion criteria, of the 29 students who have reached the KKM, there are 16 students (55%) while 13 students (44%) have not reached the KKM. The learning evaluation reached 80% in good criteria.

Planning and action in the second cycle by playing the film twice in the learning process with learning activities including listening to the teacher's explanation, recording important points from the movie played, listening to the movie played, group discussion, asking and answering questions, the results were obtained including a learning planning score of 3.73 (74%) in good criteria. Student activity in learning reached 71%, out of 6 activity indicators, 4 indicators have been achieved (listening to the teacher's explanations, taking notes, listening and discussing) while 2 indicators have not been achieved (asking and answering questions). Teacher activity reached a score of 3.69 (85%) in good criteria. Student learning achievement has reached the criteria for class completion, of the 29 students who have reached the KKM, 25 students (86%) while 4 students (13%) have not reached the KKM. The learning evaluation reached 90% in good criteria.

Planning and action in the third cycle by playing the film twice in the learning process with learning activities including listening to the teacher's explanation, recording important points from the movie played, listening to the movie played, group discussion, asking and answering questions, the results were obtained, among others, the learning planning score reached 3.81 (76%) in good criteria. Student activity in learning reached 94%, out of 6 activity indicators that have been achieved overall (listening to the teacher's explanation, taking notes, listening, discussing, asking questions and answering questions).

Teacher activity reached a score of 3.84 (89%) in good criteria. Student learning achievement has reached the class completeness criteria, of the 29 students who have reached the KKM amounting to 27 students (93%) while 2 students (10%) have not reached the KKM. The learning evaluation reached 98% in good criteria. Based on the results of the research on actions in social studies learning using film media in grade VIII students. A indicates an increase in learning planning, learning implementation, evaluation and student learning achievement in each cycle. For more details, we see the following bar chart:

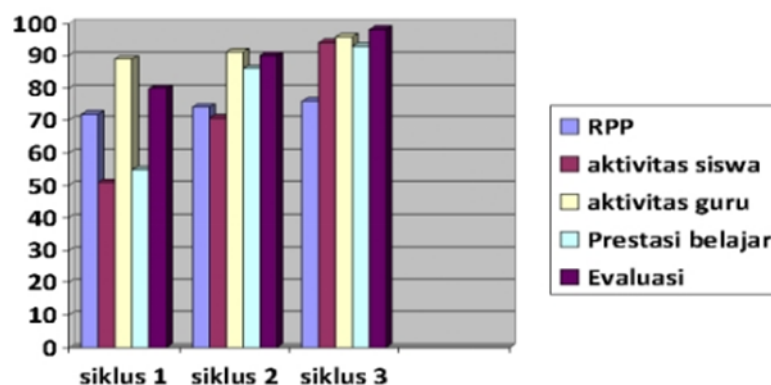


Figure 1. percentage of each research indicator in each cycle

(Source: Analysis Result)

CONCLUSION

The conclusions of the results of this study are; (1) learning planning that is adjusted to the steps of using film media with indicators of teacher preparation steps, presentation steps, learning activity steps, advanced activity steps, designing assessment tools and general impressions of the lesson plan is proven to improve student learning outcomes, (2) the use of film media with the technique of playing movies twice in the learning process through film observation/listening activities, recording the points of the film being played, Discussion, presentation and question and answer (student-centered activities) are proven to increase student learning activities, (3) the use of film media with the technique of playing movies twice in the learning process through film observation/listening activities, recording the points of the film being played, discussion, presentation and question and answer (student-centered activities) are proven to increase student learning performance, (4) learning evaluation carried out during the learning process with Indicators of the use of film

media in accordance with the material and learning objectives, the use of film media in accordance with the character of students, the use of film media is attractive to students, learning with film media can create a conducive classroom climate, fun and increase student activities, showing the relationship between teacher and student interaction during the learning process with film media is proven to improve student learning achievement.

RECOMMENDATION

Based on the conclusions that have been described earlier, the author tries to provide several things that can be used as recommendations in the learning process, namely by using film media as a learning model in the classroom as an effort to improve student learning achievement.

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