Improving Social Studies Learning Outcomes Through Project-Based Blended Learning Assisted By Scrapbooks In Grade IV Students

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Abstract: This study aims to (1) determine the application of the project-based blended learning method on improving student learning outcomes in social studies learning material for Class IV Economic Activities Semester I at SD Negeri Nglindur, Girisubo District, Gunung Kidul Regency, and (2) determine the effectiveness or not of the use of project based blended learning methods assisted by scrapbook on student learning outcomes in social studies learning material Economic Activities Class IV Semester I at SD Negeri Nglindur, Girisubo District, Gunung Kidul Regency. This type of research is descriptive qualitative. The study population is all Grade IV elementary school students at SD Negeri Nglindur in 2023/2024 consisting of 12 students. Data collection using tests, observations, and documentation. The results of this study show that (1) the application of the project-based blended learning method is effective in improving student learning outcomes in social studies learning material for Class IV Economic Activities in the first semester at SD Negeri Nglindur, Girisubo District, Gunung Kidul Regency, (2) the application of the project-based blended learning method assisted by scrapbook improve student learning outcomes in social studies learning material for Class IV Economic Activities Semester I at SD Negeri Nglindur, District Girisubo, Gunung Kidul Regency.

Keywords: project-based blended learning, scrapbook, learning outcomes.


Introduction

The independent curriculum provides ample space for students to develop according to their needs and interests. Learning is presented based on the process of analyzing and mapping the resources owned by the school. In addition, the independent curriculum also...
makes learning more contextual because it studies teaching materials around students. Therefore, the independent curriculum is a transformation of education in accordance with the 4.0 era.

Education that is intervened by the current times, namely the industrial revolution 4.0, is called Education 4.0 (Education 4.0th century) (Harahap, 2017). Education in that era is synonymous with the use of digital technology used as tools in the learning process or what is called the cyber system (Indriana, 2020). Education 4.0 allows teaching and learning activities (KBM) to be carried out without being limited in time and place (Kurniasih, 2019). This means that these learning activities are carried out by utilizing the internet network or applications that support learning. For this reason, teachers who have expertise that are able to adapt to technology are needed. Optimizing the use of technology in learning is expected to be able to produce quality human resources that can able to compete according to the times (Rohman, 2019).

One of the uses of digital technology in learning is an online learning system via the Internet. One of the online learning models that can be used in teaching and learning activities (KBM) is blended learning (Daheri, 2020). This learning model can provide high feasibility for students to learn anytime and anywhere without limited space and time or what can be called learning beyond classroom Walls (Ahmad, 2017). Students can learn anywhere by utilizing technology, as well as teachers, learning time will be more flexible (Firdaus, 2020). Access to learning that is carried out directly face-to-face combined indirect through elearning, namely blended learning is better when compared to learning through face-to-face or even online only (Schmidt, 2002).

This is not in line with the learning of students who are in grade IV elementary school on social studies content at SD Negeri Nglindur, Girisubo District, Gunung Kidul Regency. From the data obtained at SD Negeri Nglindur, it shows that most Grade IV teachers have not fully integrated technology into the learning process so student output is still far from learning outcomes. One of the factors that influence this is that teachers still implement conventional methods, namely through the lecture method in the process of teaching and learning activities (KBM), so it is assumed that the method is considered less interesting and monotonous (Slamet, 2021). This is what causes students to not be motivated to follow learning.

Based on observations of researchers in Class IV Semester I Year 2023/2024 SD State Nglindur, on IPS subjects with material “Economic Activities” showed results as many as 4 students out of 12 students have achieved KKM is 70. In other words, only 34% are able to KKM maturity, and as much as 66% have not been able to reach KKM. Based on the observation data, there are problems in the process of teaching and learning activities. The results show that students find it difficult to understand the material conventionally taught by teachers. The solution to this problem is to apply a project based blended learning model with scrapbook help in improving the learning outcomes of students of the fourth grade on the material of Economic Activities. In this case, the researchers chose the scrapbook media to be used in learning because it corresponds to the characteristics of children of SD age who are still in the specific operational stage. (Teori Piaget). This will make it easier for students to understand what is being taught. In line with that, Devi & Yuliana, (2018) in her research journal concluded that the student's response to scrapbook media belongs to the category "Very Good".
A recent study conducted by Rosihah and Pamungkas, (2015) in Madrasah Ibtidaiyah magazine showed that the use of scrapbook learning media can improve student learning outcomes with very decent criteria and student responses show very good categories. In this study, the researchers combined project-based blended learning with scrapbook-aided learning. The combination of these methods is expected to increase student activity and enthusiasm in the learning process so that student learning results increase.

Learning methods can be interpreted as planning that has been designed in the delivery of learning. Himawan (2018) defines that the learning method is a pattern that has been planned and used in the preparation of the curriculum, teacher guidelines in delivering the process of teaching and learning activities. Meanwhile, in a learning method there are at least 4 components, including theoretical and logical rationale, formulated learning outputs or objectives, behavior of the activity process or teaching and learning so that the method which is used in accordance with the syntax so that learning is declared successful, meaning that it can improve students’ skills in learning, and the learning environment which includes a learning atmosphere intended so that the learning objectives that have been formulated can be achieved (Lefudin, 2017: 172).

The project-based blended learning method is a flexible learning model because it combines face-to-face and online learning either using synchronous or asynchronous (Khotimah, 2021). In line with what is defined by Littlejohn and Pegler (2010) that project-based blended learning as learning that combines traditional approaches, namely face-to-face classes and online learning approaches using computer media or smartphones / other technology. The application of this learning model is expected to make it easier for students to understand the material and learn more using internet technology, besides that students and teachers can interact without space and time limits so that learning outcomes and student learning motivation increase.

Scrapbook is derived from the two words scrap which means residual and book which means book or sheet. Scrapbook is the art and technique of decorating personal photos or albums, making the appearance more beautiful. Scrapbooks are not just sticking to picture paper, but also expressing themselves with harmony of colors, motifs and shapes. The art of scrapbook was invented in England in the 15th century which comes from the word scrap meaning scrap, originally to compile recipes, poems and beautiful words. In its development, scrapbook media and materials have become more varied. Scrapbook learning media is the result of handmade made paper. The use of this media is effective because it can provide a real and interesting impression for students (Hardiana, 2015). Making scrapbook media uses two ways, namely manually and digitally. Manual manufacture of the materials used, namely: double tip, drawing, glue, scissors, crankcase, pencil, and ruler. While making digital is making background designs and images used. Some steps to create a media scrapbook:

1. Make an initial design, by determining the theme or material used.
2. Create a content design per sheet by adding decorative images.
3. Edit cardboard to a predetermined size.
4. Editing decorative paper with the desired decoration shape.
5. Determine the appearance of the cover and contents of the book by decorating it with scrapbook accessories that contain learning materials.
6. Look for variations in images on each sheet of paper and contrast colors to make it easy for students to understand.
7. Insert or paste decorations and paper that have been cut onto the cover of each sheet
8. Decorate the scrapbook as attractive as possible so that it is interesting to use and the material described is well conveyed.

Learning outcomes can be interpreted as final decisions that are used as benchmarks in a program, namely a success or failure based on indicators in the process of teaching and learning activities. Snelbeker in Rusman (2017: 8) defines learning outcomes are changes or new skills possessed by students after experiencing an experience in learning.

The steps taken for the application of the learning method of a ran project-based blended learning are: (1) The teacher delivers material (problems) face-to-face (offline) at school and conveys (plans) the project to be carried out. (2) The teacher makes a schedule regarding the implementation of the project. (3) Students learn the material through youtub online. (4) Students work on projects face-to-face (offline). (5) The teacher monitors the progress of the project. (6) Students present projects face-to-face (offline). (7) Teachers conduct assessments and evaluations.

**Methods**

This type of research uses a qualitative descriptive approach to determine the improvement of social studies learning outcomes of economic activity material through a project-based blended learning method assisted by scrapbooks in grade IV elementary school students.

The time for this study will be in September 2023. This research place was conducted on Class I V students in the Girisubo sub-district area at SD Negeri Nglindur in social studies subjects of Economic Activity material. The population in this study is all Class IV students at SD Negeri Nglindur for the 2023 /2024 academic year consisting of 12 students.

Data collection techniques use tests, observation and documentation. Data collection with the test method is used to obtain data on students' cognitive learning outcomes on economic activity material both from pretest and posttest results.

Observation is carried out using direct observation techniques by observing the subjects studied in the activities they do. The observations made at the beginning of this study aimed to explore the initial data, namely to obtain an overview of student behavior in following the learning process. As a scientific method, observation is defined as observation and systematic recording of the phenomena investigated. Observation or also called observation, includes focusing on an object using all sensory devices (Arikunto, 2006: 156). While the documentation method is used to obtain information from written data that exists in the research subjects and that has relevance to the data needed.

**Results and Discussion**

This research was carried out by researchersto determine the effectiveness of the project-based blended learning method on improving student learning outcomes at SD Negeri Nglindur material "Economic Activities". This is because in Class IV semester I of the 2023/2024 academic year SD Negeri Nglindur, Girisubo District, Gunung Kidul Regency in the Social Sciences subject of Economic Activity material, only 34% of students complete the KKM score. The completeness of learning with this percentage is considered very low. After analyzing the cause of the problem, an indication is obtained that what causeslow student learning results are a learning method that is not in accordance with the characteristics of
students so that this also makes students feel less interested in following the process of teaching and learning activities.

The learning model along with the development of the era in 21st century education and the industrial era 4.0 which is characterized by the integration of technology into learning and the curriculum used in Indonesia today is kurikulum merdeka which requires participants to play a more active role in learning. Based on the problems that have been described by the researcher in the presentation, the learning method used in this research is the project-based blended learning method as a learning method that is in accordance with the current situation and conditions, with the hope that the motivation and learning outcomes of students can increase. The project-based blended learning method is learning that combines conventional learning, namely face-to-face learning carried out in the classroom with online learning. So that project-based blended learning gives students more opportunities to interact with teachers, learning content / materials, and peers (Al-Ismaiel, 2013). Data from all sources in this study confirms that interactions have occurred between learners and learners, learners and educators, as well as learners and content either in face-to-face or online classes. Thus, this gives students the opportunity to play an active role in the process of teaching and learning activities that will affect student motivation and student learning outcomes.

This research was conducted on students of SD Negeri Nglindur material on Economic Activities for the 2023/2024 school year with a total of 12 students as research subjects, there are 8 students who have not reached KKM, and 4 students who have reached KKM.

The reason researchers use the project-based blended learning model is in accordance with the opinion expressed by Thorne (2003) which states that this project-based blended learning model provides an opportunity for the integration of technological advances, namely online learning with traditional face-to-face learning directly in the classroom because this will be more optimal. In addition, another reason regarding interaction, the project-based blended learning model provides opportunities for students to have many opportunities to interact with educators, materials, and classmates (Al-Ismaiel, 2013). In addition, Graham (2006) also elaborates that blended learning provides better flexibility in learning. Thus, it will make it easier for students to access material according to the desired time and more freely. Furthermore, another reason is that the class mode in the project-based blended learning model is more varied because it uses asynchronous learning and synchronous learning.

In the initial stage, the procedure used by researchers is to provide pretest questions that are applied to the class. This is intended to determine the initial ability of students in understanding the material "Economic Activities". The data showed that the average value of class learning outcomes before being treated using the project-based blended learning model was 72.92.

Furthermore, after using the project-based blended learning method, the data showed that the average value of student learning outcomes rose to 90.00. This shows that there is a difference between learning outcomes before learning (pretest) and after learning (posttest) with a difference of 17.08. Therefore, based on the data above, it shows that there is a significant difference between improving the learning outcomes of students' economic activities before being treated and after being treated, so that the application of the project-based blended learning model with the help of scrapbooks effective on student learning outcomes in learning Class I V Economic Activities material in semester I at SD Negeri
Nglindur, Girisubo District, Gunung Kidul Regency.

**Conclusion**

This research is a qualitative descriptive research that aims to describe the improvement of social studies learning outcomes of economic activity material through the project-based blended learning method assisted by scrapbook in grade IV elementary school students. Data obtained by researchers by test, observation, and documentation methods. Based on the results of the research that has been put forward, it can be concluded that learning using a project-based blended learning model assisted by scrapbook is effective. The application of the project-based blended learning model assisted by scrapbook improves the learning outcomes of grade IV students of SD Negeri Nglindur Girisubo. The improvement in student learning outcomes can be seen from the application of the project-based blended learning model assisted by scrapbook to the material "economic activities" in grade IV students of SD Negeri Nglindur Girisubo.

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**References**


