

# Enhancing Student Participation and Learning Interest in Social Studies: A Classroom Action Research on the Implementation of Active Learning Methods in Grade V

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## Abstract

This research intends to assess the deployment of active game approaches in social studies learning in class V and its impact on student actions. The research was carried out through a classroom action research approach with two cycles, involving Class V pupils consisting of 24 students. Data was acquired through observation of student activities, analysis of daily test outcomes, and teacher feedback. The results of the investigation demonstrate that the deployment of active gaming approaches offers a positive contribution to student activities. In cycle I, improvements were noted although there were still impediments such as student activity which was not yet optimal. Through reflection in cycle I, changes and adjustments were made in cycle II, which resulted in more significant improvements. The problems experienced, such as low student involvement and a shortage of social studies textbooks, can be solved with help from the school and curricular revisions. Nevertheless, this research presents a good image of the potential of active game methods in improving student engagement and activity in social studies learning. The outcomes of this research can be a reference for teachers and connected parties in establishing creative and responsive learning approaches. Education that is centered towards active student participation can build an exciting and effective learning environment.

**Keywords:** Active Learning Method, Social Studies Education, Classroom Action Research

## Abstrak

Penelitian ini bermaksud untuk mengkaji penerapan pendekatan permainan aktif dalam pembelajaran IPS di kelas V dan dampaknya terhadap tindakan siswa. Penelitian dilaksanakan melalui pendekatan penelitian tindakan kelas dengan dua siklus, melibatkan siswa Kelas V yang berjumlah 24 siswa. Data diperoleh melalui observasi aktivitas siswa, analisis hasil ulangan harian, dan tanggapan guru. Hasil penyelidikan menunjukkan bahwa penerapan pendekatan permainan aktif menawarkan kontribusi positif terhadap aktivitas siswa. Pada siklus I terjadi perbaikan meskipun masih terdapat kendala seperti aktivitas siswa yang belum maksimal. Melalui refleksi pada siklus I, dilakukan perubahan dan penyesuaian pada siklus II sehingga menghasilkan perbaikan yang lebih signifikan. Permasalahan yang dialami seperti rendahnya keterlibatan siswa dan terbatasnya buku pelajaran IPS dapat diatasi dengan bantuan pihak sekolah dan revisi kurikuler. Meski demikian, penelitian ini memberikan gambaran yang baik tentang potensi metode permainan aktif dalam meningkatkan keterlibatan dan aktivitas siswa dalam pembelajaran IPS. Hasil penelitian ini dapat menjadi acuan bagi guru dan pihak terkait dalam membangun pendekatan pembelajaran yang kreatif dan responsif. Pendidikan yang berpusat pada partisipasi aktif siswa dapat membangun lingkungan belajar yang menarik dan efektif.

**Kata Kunci:** Metode Pembelajaran Aktif, Pendidikan IPS, Penelitian Tindakan Kelas

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## INTRODUCTION

Social Sciences (IPS) at the basic school level focuses on relationships between individuals and helps improve abilities in these relationships. The information, skills and attitudes taught via IPS strive to produce peace and harmony in people's lives. Policies linked to IPS are regulated by Republic of Indonesia Law Number 20 of 2003 covering the National Education system, which

stresses purposeful and planned attempts to improve students' potential. Social studies education has long been integrated in the curriculum in Indonesia, especially at the basic education level. Even if it has delivered results, the mastery of values, social skills and social involvement of basic education graduates still needs to be strengthened. Some flaws are related to the learning process, curriculum, administration, and other issues (Graziano & Hart, 2016).

The 1994 curriculum, for example, was not constructed based on basic capabilities but focused more on material, generating a gap between material demands and learning facilities. The implementation of social studies content tends to focus the knowledge aspect and does not encourage value thinking and tends to produce monotonous learning. The social studies learning approach now adopted is conventional, difficult to adapt individual differences in pupils, especially children with low skills. Teachers need to acquire basic skills, carry out scientific processes, and conduct out research to reach learning goals efficiently (Sudarmiani et al., 2017).

The importance of interpersonal skills is also underlined, with self-awareness, comprehending social circumstances, effective problem solving, sympathetic attitudes, prosocial behavior, polite communication and effective listening being pointers for improving them. Formal education at school can help develop children's interpersonal skills, especially through teacher intervention (Prayuda et al., 2022). Active and passive play play a vital part in child development. Active activities, such as dramatic games, assist youngsters develop imagination and creativity. Meanwhile, passive play, such as reading, offers the benefit of strengthening children's independence and self-confidence (Liu, 2020; Rubenstein, 2018).

In formal educational situations, play can strengthen affiliation with peers, alleviate stress, enhance cognitive development, and provide a safe haven for potentially risky activity. Games have crucial cognitive, social and emotional aspects in children's development (Prayuda, Ginting, et al., 2023). The value of games is tied to three basic purposes, namely cognitive, social and emotional functions. The cognitive function of play helps youngsters explore the environment, examine surrounding items, and solve issues. Its social function is demonstrated in imagination play, when children learn to understand other people and the roles they may play in the future. Meanwhile, the emotional function of play encourages youngsters to overcome emotional problems, release physical energy, and release pent-up sentiments (Buratti & Allwood, 2015; Wahyu et al., 2020).

Regarding building interpersonal skills, there are seven strategies that can be used, such as growing self-awareness, teaching comprehension of social circumstances, and teaching effective problem solutions (Prayuda, Juliana, et al., 2023). High interpersonal skills will impact individual traits, and formal learning at school can be a platform to strengthen these talents. Furthermore, it should be remembered that each child has varied capacities or intelligence. Therefore, attention to individual characteristics in children needs to be taken into consideration in learning strategies. Regarding social studies, it is vital to examine the curriculum and learning methods that are more fascinating and can raise student interest. Social studies teachers are needed to make best efforts to

attract students' interest with new and difficult instruction (Clarke et al., 2015).

In dealing with challenges in social studies learning, both in terms of curriculum and teaching techniques, ongoing evaluation and improvement needs to be carried out. This is vital to ensure that the goals of social studies education, namely gaining knowledge, skills and attitudes that are harmonious in people's lives, can be realized ideally. As a real step, it is vital to adopt learning approaches that are more engaging, participatory and explore student potential. Teachers need to appreciate their vital role in building a favorable learning environment, where students can develop holistically. In this approach, social studies is not merely a subject taught, but also a relevant learning experience for every student.

## **METHOD**

This research uses the classroom action research (PTK) method with the research subjects being Class V pupils consisting of 24 students, with details of 15 male students and 9 female students, focused on social studies topics. This research utilizes a spiral action research model, encompassing cycles of planning, activity, observation and reflection. The data gathering technique is carried out through observation during the learning process. Data from observations involving student activity in paying attention to instructor explanations, asking questions and expressing opinions were documented using student observation sheets. Each cycle, the data is assessed descriptively qualitatively, describing the reality or facts that match to the data received.

The methods for assessing data arising from observations of student behavior are carried out utilizing student observation sheets which contain components such as asking questions, conducting assignments and expressing opinions. The assessment criteria are supplied in the form of scores based on the level of student participation in each component. The percentage is used to determine the level of student activity from the outcomes of observations. Student activity categories are separated into many tiers based on the scores earned. This procedure intends to see the progress of children's interpersonal skills through the implementation of active play strategies.

Learning outcomes are determined through students' daily test scores using a certain formula. The criteria for learning completeness utilizing the active game approach are measured based on the decision of the Principal and Teacher Council meeting, with minimal completeness standards and the level of absorption capacity both individually and collectively. With this strategy, research can provide a full picture of the influence of implementing active gaming tactics on developing students' interpersonal skills in social studies learning.

Furthermore, the data processing procedure also incorporates the usage of student observation sheets which have been filled in by the observer. With specific assessment criteria, such as frequency of asking questions, success in completing assignments, and frequency of expressing opinions, this research can provide insight into the level of student participation in social studies learning utilizing the active gaming technique.

It is vital to note that the usage of observation sheets with established assessment criteria gives a sound basis for evaluation. Well-documented observation results will enable study of student activity levels, and the results may be evaluated more objectively. In the context of examining student activity levels, the use of categories such as "Completed" (T), "Plan" (R), "Less Complete" (KT), and "Not Completed" (BT) provides a clear picture of student accomplishment in various elements. some aspects. This makes it easy for academics to measure the effectiveness of active gaming tactics in enhancing students' interpersonal skills.

Apart from that, this research also includes monitoring student learning outcomes by daily test results using a specified algorithm. By establishing minimum completeness standards and individual and classical absorption capability, research can provide a holistic picture of the impact of active game approaches on student learning achievement. The reflection process in each research cycle is also an important aspect in the classroom action research technique. Reflection gives an opportunity to analyze study results, comprehend impacting factors, and plan necessary improvements for the following cycle. Thus, this research not only gives empirical findings, but also provides a framework for continual development in the context of social studies learning.

By defining these stages, this research can make a substantial addition to the knowledge of the influence of active gaming approaches on developing students' interpersonal skills in social studies learning at the fifth grade level. Careful data analysis and systematic approaches will produce accurate and dependable outcomes. Furthermore, this research will also involve assessing student learning outcomes data using certain algorithms. By assessing students' daily exam scores, research can assess the amount to which active gaming approaches have an impact on their learning successes. Criteria for learning completeness, both in terms of individual and classical absorption capacity, provide direction for this research in evaluating its efficacy.

Data analysis will entail understanding the level of student activity during the execution of the active game approach. By employing categories such as "Completed," "Planned," "Incomplete," and "Not Completed," this research can describe the level of student involvement in each area of learning activities. The outcomes of this analysis will provide insight into the extent to which active gaming tactics can improve students' interpersonal skills. In the process of reflection, classroom action research allows researchers to evaluate each cycle and recommend essential adjustments. Reflection is a vital phase in establishing learning methods, so that the outcomes of this research are not only final discoveries but also the basis for continuing progress.

The processes of this research, ranging from preparation, action, observation, reflection, to data analysis, have the main purpose of determining the impact of active gaming methods on increasing students' interpersonal skills in social studies learning. Through holistic classroom action research methodologies, this project is expected to make a substantial contribution to the understanding and creation of better learning practices in class V. By utilizing comprehensive research methodologies, this research has the ability to provide in-depth insight into the usefulness of active gaming

approaches in strengthening students' interpersonal skills at the fifth grade level. The outcomes of this research are expected to provide recommendations for educational practitioners to design more innovative and effective learning strategies in the context of social studies learning.

Furthermore, data analysis will also include evaluation of the student observation sheets that have been filled in by the observer. By using defined assessment criteria, such as frequency of asking questions, success in completing assignments, and frequency of expressing opinions, this research can provide a more in-depth picture of the level of student participation in social studies learning using the active game technique. It is vital to note that the selection of clear and objective assessment criteria on the student observation sheets increases the validity of the data analysis. This ensures that observation results may be interpreted consistently and accurately, providing a good basis to support study conclusions.

In the context of this research, criteria such as "Asking," "Doing Assignments," and "Asking Opinions" provide useful information regarding student participation throughout learning. Analysis of this data will assist quantify the influence of active gaming approaches on students' interpersonal skills and give a basis for recommendations for development. The reflection phase in each research cycle is a vital stage to discover potential improvements and continued development. Reflection involves reviewing the effectiveness of actions taken, recognizing barriers, and devising methods to increase the quality of learning. This will make a good contribution to the development of active game methods in developing students' interpersonal skills.

By documenting the procedures of data analysis, this research will provide a more comprehensive knowledge of the influence of active gaming approaches on enhancing students' interpersonal skills at the fifth grade level. With a systematic and valid method, the results of this research can be used as a basis for change and improvement in the context of social studies learning.



Figure 1. Steps in doing Classroom Action Research

## **RESULT AND DISCUSSION**

Data analysis from the outcomes of this research demonstrates considerable developments in student activities during the two learning cycles. The research focus on the actions of asking

questions, accomplishing tasks, and expressing opinions provides a comprehensive picture of students' development in adopting active gaming tactics. In cycle I, the findings of observations at the first meeting showed that students' abilities, notably in asking questions and expressing opinions, were still low. Only the ability to finish assignments has grown, but the proportion of completion is still 33.3%. This investigation reveals that some students still prefer to be passive and are not completely participating in active gaming tactics.

At the second meeting of cycle I, although there was an improvement in student activity, classical achievement was still below 65%. Students still prefer to depend on their buddies and may not completely comprehend the necessity of being actively involved in organizations. However, the results of observations of student activities in cycle II revealed a favorable increase. Student participation, whether in asking questions, accomplishing assignments, or expressing opinions, increased dramatically. At the first meeting of cycle II, satisfactory improvement was noticed, with a completion percentage of 83.3%. At the second meeting of cycle II, student activity achieved a very respectable level, with a classical percentage of 89%.

This analysis indicates that via reflection and improvement in cycle I, teachers and researchers succeeded in raising the amount of student participation in active gaming approaches. Although there are still some challenges, such as students who are less motivated, problems transitioning to group learning, and restricted social studies textbooks, learning utilizing active gaming approaches has had a good influence on student activity and participation. Based on this data, it can be concluded that the active gaming method can be a successful approach in promoting student involvement in social studies learning. The barriers found throughout the research can be the basis for further improvements in the application of this method, including boosting teacher involvement, handling less motivated students, and fulfilling learning materials.

Apart from that, the results of this research also provide insight into the characteristics of students who stress interpersonal skills. This skill involves crucial features such as the ability to communicate, empathize, maintain social relationships, and the ability to address difficulties in social relationships. Thus, learning utilizing active game approaches not only effects students' classical learning activities, but can also contribute to the development of their interpersonal skills.

The problems faced by students in adapting to group learning and the limitations of social studies textbooks emphasize the significance of sufficient learning support and facilities. Teachers need to provide extra advice and motivation to children who still find it difficult to adapt. Efforts to supply suitable learning materials also need to be improved, potentially by employing digital resources or other creative techniques. In the context of classroom management, observations of teachers reveal various elements that need attention, such as grouping and structuring groups of pupils as well as efficient time allocation. Teachers also need to provide optimum incentive to pupils during group learning. Thus, changes in these elements can increase the effectiveness of active gaming approaches in learning.

Overall, the results of this research give a beneficial contribution to the practical and theoretical knowledge of the implementation of active gaming approaches in social studies learning in class V. These findings can provide the basis for additional advancements in learning methodologies, as well as providing direction for further research in educational and educational situations. educational psychology. By continuously improving and adjusting learning approaches, educators may create a more effective learning environment and assist students' overall growth.

In a more in-depth investigation, it is necessary to emphasize changes in students' activity levels during the learning cycle. Observations in cycle I revealed a positive increase, notably in the characteristics of asking questions, doing tasks and expressing ideas. However, there are still some children whose activity levels are rather low, highlighting the need for additional initiatives to boost their participation. In cycle II, there was a more significant increase in student activity. In terms of both quantity and quality, students are starting to show increased levels of involvement. The activity of asking questions and proposing opinions rose substantially, reaching a very desirable level. This could suggest that the application of changes to active gaming methods, such as more advice and motivation, had a major favorable influence.

However, it should be recognized that the hurdles that still occur, such as the incapacity of some students to adjust to group learning, can be a focus for further progress. Addressing these challenges may entail a more tailored approach and more careful preparation to ensure each kid gets the help suitable to his or her needs. Based on data from observations of student activities, it can be stated that the adoption of active game approaches offers a positive contribution to improving student learning activities. However, it is crucial to remember that the success of this learning approach does not only depend on the teacher's execution, but also needs the cooperation and active involvement of each student.

In the context of social studies learning in class V, the results of this research provide a hint that active game methods can boost students' interest and involvement in learning information. By paying attention to student characteristics and the challenges that exist, teachers can continue to design more effective techniques to improve learning results. As a recommendation for further research, a more in-depth exploration can be carried out addressing the aspects that influence the success of active play approaches, including the function of technology in assisting learning. In addition, further examination of student group dynamics and teacher practices in overcoming certain difficulties might provide additional insights for the development of more flexible and inclusive learning methods.

In reviewing the results of the research and analysis that have been carried out, some key points may be made to deepen our understanding of the efficiency of the active game approach in social studies learning in class V. First of all, it can be seen that the learning cycle employing the active gaming method leads in increased student activity. Even though in cycle I there was an improvement, cycle II showed more significant improvement, demonstrating a good reaction to the improvement technique adopted. Further investigation found that features like asking questions, accomplishing

tasks, and expressing opinions were the key emphasis in analyzing changes in students' activity levels. At initially, the degree of participation was still very low, notably in the ability to ask questions and express ideas. However, with the intervention and improvements in cycle II, kids began to demonstrate increased courage and involvement in voicing their questions and ideas.

However, some challenges still occur, such as pupils' difficulties in adapting to group learning. This shows that, despite improvements, active play strategies may not be uniformly acceptable for all students. Therefore, a tailored approach and specific planning may be needed to suit differences in student learning styles and preferences. In terms of social studies learning principles, the outcomes of this research provide a hint that active game methods can enhance students' interest in these areas. Student involvement in discussing content in groups helps create a dynamic and interesting learning environment. Teachers, as leaders in the learning process, have a critical responsibility in directing students and providing settings that facilitate active learning.

As a recommendation based on the results of this research, the creation of more flexible and inclusive learning methodologies can be implemented. Additionally, further research should explore other elements that may influence the efficiency of active play methods, such as the use of technology in learning. By continuing to explore this concept, we may continue to increase the quality of learning and create an atmosphere that supports the optimal development of each student. In looking further at the research outcomes, it is also crucial to explore the role of teachers in applying active play approaches. Even while it looks that the teacher has implemented the learning processes adequately, there are still various obstacles, especially in forming student groups that are not yet entirely organized. This is a suggestion that additional training for teachers in managing learning using active gaming methods can make a beneficial contribution to its effectiveness.

In conclusion, this research provides a greater knowledge of how active game tactics can influence students' activity levels and their engagement in social studies learning. The overall improvement in cycle II gives promise that with suitable tweaks, this method can become an effective instrument in accomplishing learning goals. However, to apply this strategy efficiently, there needs to be constant support from the school, development of an appropriate curriculum, and training for teachers. This condition will provide a learning environment that is helpful, innovative and adaptive to student requirements.

In conclusion, this research provides a good platform for continuing further exploration in the creation of new and responsive learning systems. By concentrating on specific student requirements and embracing the potential of active play approaches, we can create memorable learning experiences and enable students to attain their maximum potential.

## **CONCLUSION**

In closing this research, it can be concluded that the adoption of active gaming approaches in social studies learning in class V offers a positive impact to students' activity levels. Through a two-



cycle classroom action research strategy, considerable increases were demonstrated in several elements of student activities, including the ability to ask questions, accomplish tasks and express opinions. Cycle I presents an early impression that although there has been growth, there are still various difficulties and obstacles faced, such as pupils who tend to be passive, a lack of social studies texts, and several problems in managing time by teachers. However, via reflection and improvement in cycle II, a better rise in student involvement was noticed, demonstrating that the active game method can be successfully applied if supported by suitable changes and adjustments.

This research also provides insight into the potential of active game tactics in improving students' enthusiasm in social studies learning. By actively immersing students through games and group discussions, a more dynamic and interactive learning environment is created. This can have a good impact on students' drive to learn and increase their comprehension of the subject matter. However, to apply active play approaches effectively, continual support from the school, training for instructors, and adaptations to the curriculum are needed. In addition, it is vital to continue to carry out constant evaluation and development to strengthen the effectiveness of this strategy. Thus, the outcomes of this research can form a basis for continued growth in the implementation of creative and responsive learning approaches. Education that focuses on active student participation, creativity and good learning experiences can develop a generation that is better prepared to tackle future difficulties.

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