



THE EFFECT OF THE PROJECT BASED LEARNING MODEL WITH A VISIT HOME APPROACH AND LEARNING STYLE ON IPS LEARNING OUTCOMES IN ELEMENTARY SCHOOL

Nurhasanah¹

Medan State University, Indonesia

Email : makfathur@gmail.com

Samsidar Tanjung²

Medan State University, Indonesia

Siman³

Medan State University, Indonesia

Abstract

This research aims to: (1) To find out the difference in social studies learning outcomes of students who are taught using the project based learning model assisted by the visit home method compared to the online learning model; (2) To find out the differences in social studies learning outcomes of students who have visual, auditory, and kinesthetic learning styles; (3) To determine the interaction between the learning model and student learning styles on student social studies learning outcomes. The sample in this study was class V students consisting of 2 class groups, namely VA as many as 27 students and class VB as many as 27 students. Collecting data through learning outcomes tests and student learning style questionnaires. The data analysis technique used is descriptive and inferential statistical techniques. The results showed that: (1) There were differences in the social studies learning outcomes of students who were taught using the project based learning model assisted by the visit home method compared to online media ($F_{count} = 7.686$ and sig. $0.008 > 0.08$); (2) There are differences in social studies learning outcomes between students who have visual, auditory, and kinesthetic learning styles ($F_{count} = 4.539$ and sig. $0.008 > 0.16$); and (3) There is an interaction between learning approaches and learning styles on students' social studies learning outcomes ($F_{count} = 6.703$ and sig. 0.008)

> 0.03).

Keywords: *Project Based Learning, Home Visit, Learning Style, Social Studies Learning Outcomes.*

A. Introduction

Social studies teaching in elementary schools is aimed at fostering students to understand their potential and role in various ways of life, to live up to the necessity and importance of socializing with a full sense of togetherness and kinship and to be adept at playing a role in their environment as social beings and good citizens (Fatmawati et al., 2020). For this reason, social studies teaching must be able to bring students to the real reality of life that can be lived by them. Through social studies teaching, it is hoped that the attitude of citizens who are sensitive to social problems will develop which helps children to recognize human relations with the surrounding environment and social skills through social studies lessons (Yusrizal, 2020).

The ideal conditions expected from the results of social studies learning in schools are considered not in line with expectations, because student activity in social studies learning is very necessary because in principle learning is doing (Putria et al., 2020). Acting to change behavior by doing activities (Aziz & Yuwono, 2020). Activity is a very important principle or principle in teaching and learning interactions, both teacher and student activities and also the existence of learning resources that support the implementation of teacher and student activities. However, in reality, student activity during learning takes place is very low, resulting in low social studies learning outcomes (Fatmawati et al., 2021).

Teachers must pay attention to the approach that needs to be

taken in teaching such as the selection and use of appropriate teaching methods and strategies and can activate students in learning. The learning process using conventional methods is still not enough to give a deep impression on students, because the teacher's role in delivering material is more dominant than the activeness of the students themselves (teacher centered). In order for these efforts to be successful, it is necessary to choose a learning model that is in accordance with the situation and conditions of students and the learning environment, students can be active, interactive and creative in the learning process. The selection of the right learning model is a step from the creativity of a teacher so that students are not bored or bored in receiving lessons (Herawati et al., 2021). So it is necessary to implement a learning model in increasing student motivation and learning outcomes, namely by using the Project Based Learning model which this model is one of the models offered by the scientific approach. The choice of this model is because the main material that will be studied by researchers is Various Jobs considering the diversity of the nation's culture and the diversity of types of work in Indonesia.

The Project Based Learning model is one of the learning models that is thought to be able to increase motivation and social studies learning outcomes because through this learning model students are required to solve problems related to the diversity of various jobs in Indonesia and their respective functions, in order to instill an attitude of respect. to people whose jobs are not even worth it and could be more respectful of every difference by not dividing the rich and the poor. Through this learning, the teacher also directs students to be able to determine what they want when they grow up, what they will be like (Surya et al., 2018; Yusrizal & Pulungan, 2021a, 2021b).

This Project Based Learning model requires students to be more active and involve students in the process of learning activities by producing a form of work in the form of writing, art, video images or presentations that have been discussed by their group mates where previously they had to formulate, design, detail, implement and evaluate the results of the material "Various Jobs".

Therefore, it is hoped that the use of this learning model will affect student motivation and learning outcomes. This results in the achievements and improvements that have been made by an educator by applying government programs especially with the 2013 curriculum using a scientific approach where one of the learning models referred to is the Project Based Learning model. The learning model is not only a factor of low student learning outcomes, student learning styles are also one of the reasons for low student learning outcomes.

B. Method

This type of research is an experimental research with a 2x2 factorial design. This research was conducted in SD Negeri 060911 Jl. Menteng VII, Medan Denai Sub-district, with a total of 362 students spread over 13 class groups. The sample in this study was class V students consisting of 2 class groups, namely VA as many as 27 students and class VB as many as 27 students. Provided that the VA class applies a project based learning model with the help of a home visit, while the VB class applies an online learning model with the help of the Zoom application.. Collecting data through learning outcomes tests and student learning style questionnaires. The data analysis technique used is descriptive and inferential statistical techniques. Hypothesis testing was carried out with the Two Way Anova test with a significant level of 0.05. Before the Two

Way Anova test was carried out, the analysis requirements were first tested, namely the normality test and the data homogeneity test. The normality test was carried out by the Kolmogorov-Smirnov test while the homogeneity test of the data was carried out by the Levene test with a significant level of 0.05.

C. Finding and Discussion

1. Description of Research Data

a. Social Studies Learning Outcomes of Students Taught with a Visit Home Assisted Project Based Learning Model

Based on the data obtained and the results of statistical calculations, it is known that the social studies learning outcomes of students who are taught using a project based learning model assisted by a visit home get the lowest score of 60, and the highest score of 97, with an average of 77.53; variance of 57.47 and standard deviation of 7.58. The frequency distribution of students' social studies learning outcomes scores is shown in the following histogram:

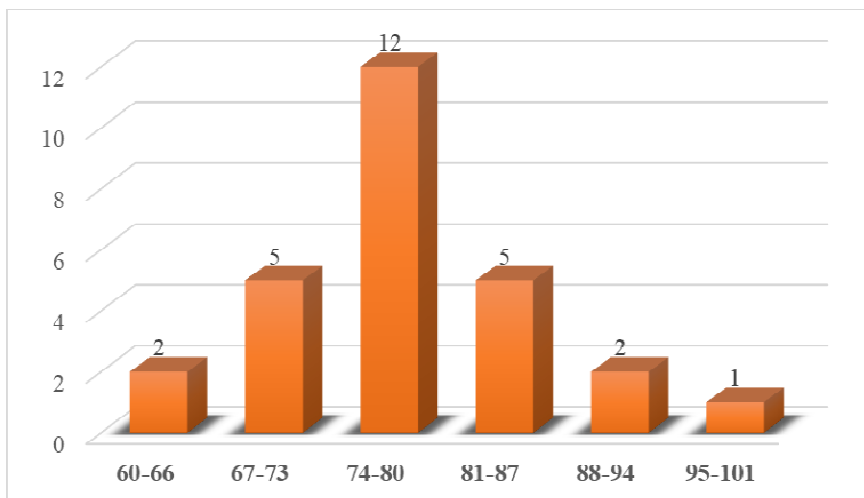


Figure 1 Histogram of Social Studies Learning Outcomes of Students Taught with a Visit Home Assisted Project Based Learning Model

b. Social Studies Learning Outcomes of Students Taught with Project Based Learning Models Assisted by Online Media

From the data obtained and the results of statistical calculations, it is known that the social studies learning outcomes of students who are taught using the project-based learning model assisted by online media get the lowest score of 57, and the highest score of 97, with an average of 71.85; variance of 119.94 and standard deviation of 10.95. The frequency distribution of students' social studies learning outcomes scores is shown in the following histogram:

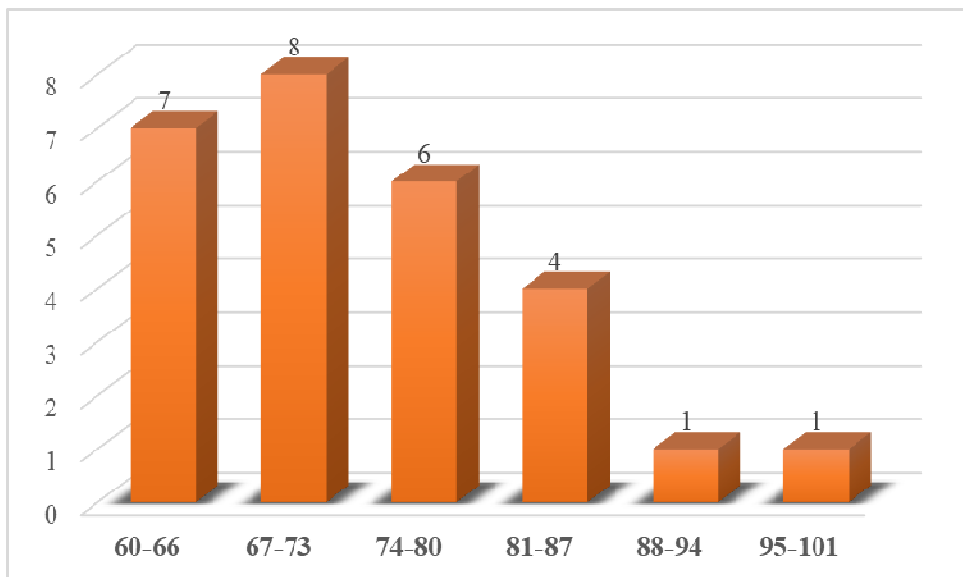


Figure 2. Histogram of Social Studies Learning Outcomes of Students Taught with Project Based Learning Models Assisted by Online Media

c. Social Studies Learning Outcomes of Students Who Have Visual Learning Style

From the data obtained from the results of statistical calculations, it is known that the social studies learning outcomes of students who have a visual learning style get the lowest score, namely 60, and the highest score is 97, with an average of 76.42; variance of 87.12 and standard deviation of 9.33. The frequency distribution of students' social studies learning outcomes scores is shown in the following histogram:

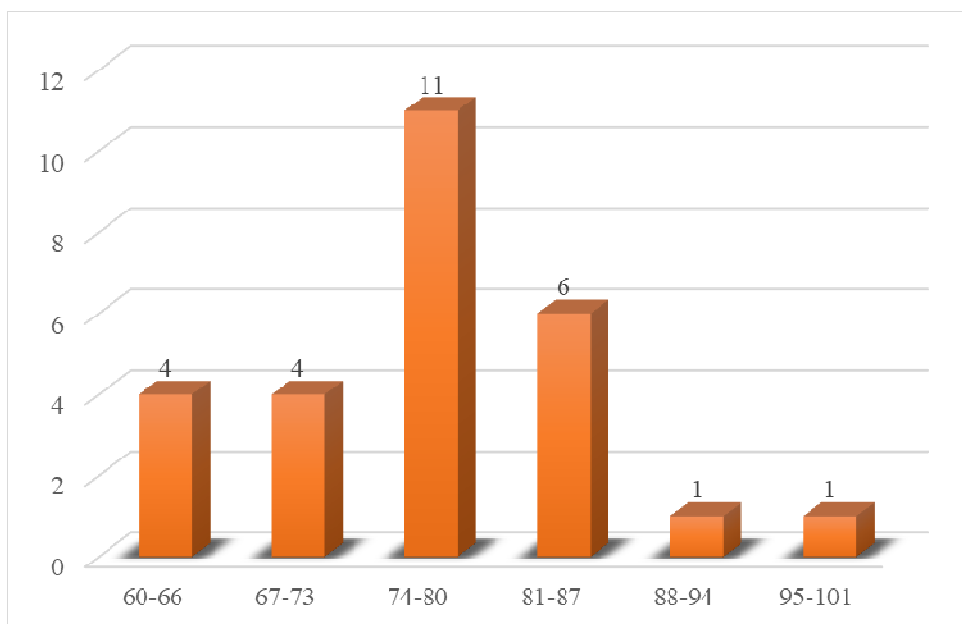


Figure 3. Histogram of Social Studies Learning Outcomes of Students with Visual Learning Styles

d. Social Studies Learning Outcomes of Students Who Have an Auditory Learning Style

From the data obtained and the results of statistical calculations, it is known that the social studies learning outcomes of students who have an auditory learning style get the lowest score of 57, and the highest score of 90, with an average of 69.47; variance of 84.28 and standard deviation of 9.18. The frequency distribution of students' social studies learning outcomes scores is shown in the following histogram:

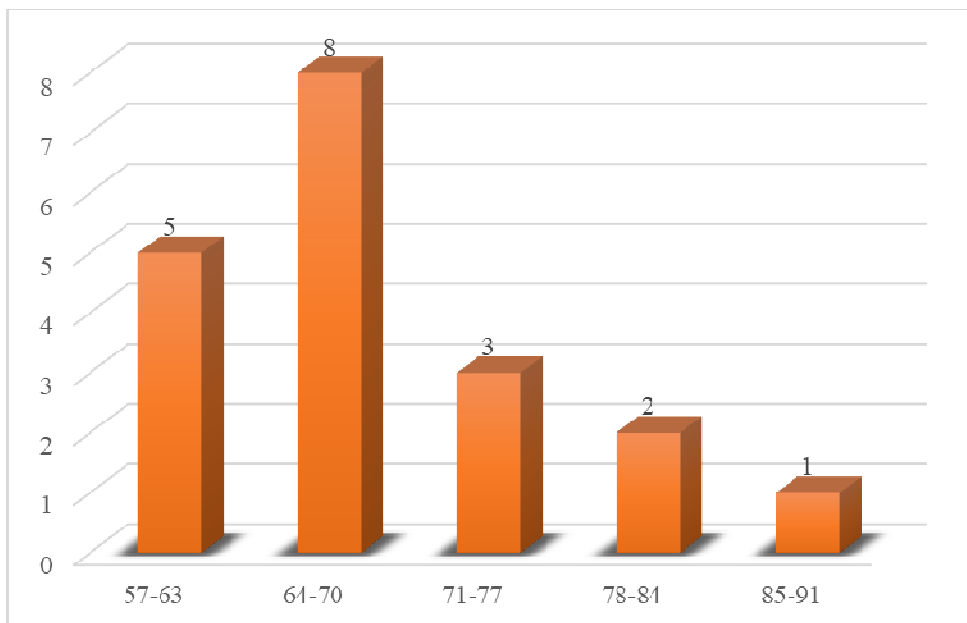


Figure 4. Histogram of Social Studies Learning Outcomes for Students with Auditory Learning Style

e. Social Studies Learning Outcomes for Students with Kinesthetic Learning Styles

From the data obtained and the results of statistical calculations, it is known that the social studies learning outcomes of students who have a kinesthetic learning style get the lowest score of 70, and the highest score of 97, with an average of 81.25; variance of 75.99 and standard deviation

of 8.72. The frequency distribution of students' social studies learning outcomes scores is shown in the following histogram:

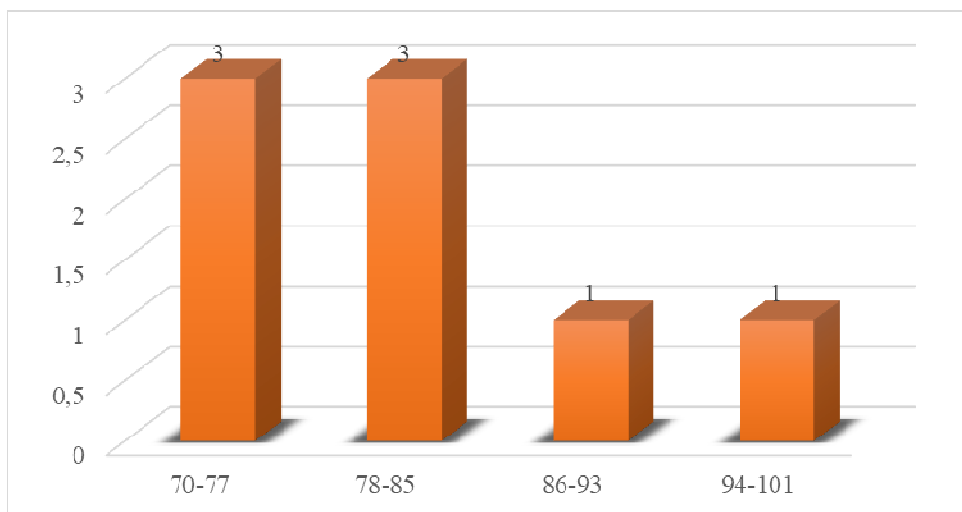


Figure 5. Histogram of Social Studies Learning Outcomes for Students with Kinesthetic Learning Styles

2. Prerequisite Test

a. Normality test

The normality test of the data was carried out by the Kolmogorov-Smirnov statistical test. Normality test can be seen in the following table:

Table 1. Normality Test Results

	Tests of Normality					
	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statisti	df	Sig.	Statisti	df	Sig.
	cs			cs		
Standardized Residual for Hasil Belajar	.116	5	.06	.981	54	.52
a. Lilliefors Significance Correction		4	8			5

Based on the table, it can be seen that the significant value is $0.068 > 0.05$, thus it can be concluded that the data is normally distributed.

b. Homogeneity Test

A summary of the homogeneity test calculation can be seen in the following table:

Table 2. Homogeneity Test Post-test data

Levene's Test of Equality of Error Variances ^a			
Dependent Variable: Learning Outcomes			
F	df1	df2	Sig.
2,307	5	48	.059

Based on the table shows that the homogeneity test obtained a significant value of $0.059 > 0.05$, thus it can be concluded that the data is homogeneous.

c. Hypothesis test

Hypothesis testing in this study used two-way ANOVA with 3×2 factorial, hypothesis testing was calculated with the help of SPSS version 23. Hypothesis testing data can be seen in the following table:

Table 3. SPSS Output ANOVA Calculation Results

Tests of Between-Subjects Effects					
Dependent Variable: Learning Outcomes					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.

Corrected Model	2087,832a	5	417,566	6.376	.000
Intercept	229496184	1	229496184	3504.397	.000
Class	503.334	1	503.334	7.686	.008
Learning_Style	594,545	2	297,273	4,539	.016
Class * Learning_Style	877,951	2	438,976	6,703	.003
Error	3143.427	48	65,488		
Total	306586.000	54			
Corrected Total	5231,259	53			

a. R Squared = .399 (Adjusted R Squared = .337)

- **First Hypothesis**

The statistical hypotheses tested were:

H_0 : $A_1 = A_2$

H_a : $A_1 \neq A_2$

Based on the SPSS output in Table 3 in the row of students' social studies learning outcomes by class, it is obtained that the $F_{count} = 7.686$ and the probability value or significant value of the learning approach is $0.008 < 0.05$. So that the hypothesis testing rejects H_0 and accepts H_a . With the conclusion that there is a significant difference between the average social studies learning outcomes of students who are taught using a project based learning model assisted by the visit home method compared to students who are taught a project based learning model assisted by online media.

- **Second Hypothesis**

The statistical hypotheses tested were:

H_0 : $b_1 = b_2 = b_3$

H_a : $b_1 \neq b_2 \neq b_3$ or something different

Based on the SPSS output in Table 3 regarding students' social studies learning outcomes based on learning styles, it is obtained that the $F_{\text{count}} = 4,539$ and the probability value or significant value is $0.016 < 0.05$. So that the hypothesis testing rejects H_0 and accepts H_a . Thus, it can be said that there is a significant difference between the social studies learning outcomes of students who have visual, auditory and kinesthetic learning styles.

- **Third Hypothesis**

The statistical hypotheses tested were:

$$H_0: A \times B = 0$$

$$H_a: A \times B \neq 0$$

Based on the SPSS output in Table 3, it is obtained that $F_{\text{count}} = 6.703$ and a significant value of 0.003 with $\alpha = 0.05$. Then it can be seen that the value of sig. $0.003 < 0.05$ so that the hypothesis testing rejects H_0 and accepts H_a . With the conclusion that there is an interaction between learning approaches and learning styles in influencing students' social studies learning outcomes.

3. Discussion

Learning can be said to be successful if there is an increase based on the process of development. These developments can be obtained by students based on encouragement from within the individual students as well as those from outside influences, namely the environment. According to Gestalt theory (in Susanto, 2013:12) states that "learning is a developmental process". Based on this theory learning is influenced by two things, the students themselves and their environment. Learning that is influenced by students or students includes the ability to think or intellectual behavior, motivation, interest, and readiness of students, both physically and spiritually. Learning that is influenced by the

environment includes facilities and infrastructure, teacher competence, teacher creativity, learning resources, methods, and the environment. Shah (2010: 129) classifying the factors that influence learning as follows: 1). internal factors (factors from within students), namely the physical and spiritual state/condition of students; 2). external factors (factors from outside students), namely environmental conditions around students; 3). learning approach factors (approach to learning), namely the type of student learning efforts that include strategies and methods used by students to carry out activities to study subject matter.

Learning is a series of learning processes that are intentionally created with the aim of making it easier for students to interact with their environment so that there is a change in behavior for the better. In planning a series of learning requires the use of appropriate learning models. Usually in a learning model there are stages or steps (syntax) that are relatively fixed to present learning material. The syntax or steps of each learning model clearly directs what activities the teacher or student must carry out.

The project based learning model is an innovative learning centered on students (student centered) and establishes the teacher as a motivator and facilitator, where students are given the opportunity to work autonomously in constructing their learning (Zahidah & Zainil, 2020). Project Based Learning is a learning method that uses problems as the first step in collecting and integrating new knowledge based on experience in real activities. In addition, with the use of project-based learning, students can develop themselves in investigating a problem with their group partners so that their ability to conduct research also develops.

The learning process through project based learning allows teachers to “learn from students” and “learn with students”. So the project-based learning model directs the student-centered learning process (student centered learning)

(Gunawan et al., 2017). There are several characteristics about the project based learning model according to Abdullah (2017), namely focusing on one problem, the involvement of students in making projects, the product must be realistic and planned in advance by students and their groups.

D. Conclusion

Based on the discussion that has been described previously, several conclusions can be drawn including the following:

1. There is Differences in social studies learning outcomes of students who are taught using a project based learning model assisted by the visit home method compared to online media ($F_{\text{count}} = 7.686$ and sig. $0.008 > 0.08$).
2. There is differences in social studies learning outcomes between students who have visual, auditory, and kinesthetic learning styles ($F_{\text{count}} = 4.539$ and sig. $0.008 > 0.16$).
3. There is interaction between learning approaches and learning styles on students' social studies learning outcomes ($F_{\text{count}} = 6.703$ and sig. $0.008 > 0.03$).

Bibliography

- Aziz, F. R. N., & Yuwono, P. H. (2020). Analisis Gaya Belajar Visual, Auditorial, Kinestetik Siswa Berprestasi Di SD Negeri Ajibarang Wetan. *Jurnal Mahasiswa BK An-Nur : Berbeda, Bermakna, Mulia*, 6(1).
- Fatmawati, F., Yusrizal, Y., & Hasibuan, A. M. (2021). Pengembangan Media Pembelajaran Berbasis Aplikasi Android untuk Meningkatkan Hasil Belajar IPS Siswa. *ESJ (Elementary School Journal)*, 11(2), 134–143.
- Fatmawati, F., Yusrizal, Y., Lubis, B. S., & Rafiqah, F. S. (2020). Peran Kurikulum Logika terhadap Hasil Belajar IPS Siswa di Sekolah Alam

- Sou Bogor. *Jurnal Tematik*, 11(3), 67–174.
- Gunawan, Sahidu, H., Harjono, A., & Suranti, N. M. Y. (2017). The effect of project based learning with virtual media assistance on student's creativity in physics. *Cakrawala Pendidikan*, 2, 167–179.
- Herawati, A. F., Siregar, A., Yusrizal, Y., Rahma, A. A., Sari, A. L., & Irwandi, I. (2021). Utilization of E-Learning as Media in Indonesian Language Courses in Higher Education Post COVID-19 Pandemic. *AL-ISHLAH: Jurnal Pendidikan*, 13(3), 2757–2766. <https://doi.org/10.35445/alishlah.v13i3.1455>
- Putria, H., Maula, L. H., & Uswatun, D. A. (2020). Analisis Proses Pembelajaran Dalam Jaringan (DARING) Masa Pandemi COVID-19 pada Guru. *Jurnal Basicedu*, 4(4), 861–872. <https://doi.org/10.31004/basicedu.v4i4.460>
- Surya, A. P., Relmasira, S. C., & Hardini, A. T. A. (2018). Penerapan Model Pembelajaran Project Based Learning (PjBL) untuk Meningkatkan Hasil Belajar dan Kreatifitas Siswa Kelas III SD Negeri Sidorejo Lor 01 Salatiga. *Jurnal Pesona Dasar*, 6(1), 41–54.
- Yusrizal, Y. (2020). Pengaruh Pendekatan Etnopedagogi dan Motivasi Belajar Terhadap Hasil Belajar IPS Siswa di SD Negeri Panton Luas Baru. *Jurnal Ilmiah Maksitek*, 5(3), 84–92.
- Yusrizal, Y., & Pulungan, S. A. (2021a). Pengaruh Model Project Based Learning dengan Metode Visit Home dan Motivasi Belajar Terhadap Hasil Belajar Matematika Siswa di Era Covid-19. *ESJ (Elementary School Journal)*, 11(3), 222–229.
- Yusrizal, Y., & Pulungan, S. A. (2021b). The Effect of Project Based Learning Model on Student Mathematics Learning Outcomes in the Covid-19 Pandemic Era. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal)*, 4(4), 7810–7816.
- Zahidah, W., & Zainil, M. (2020). Penerapan Model Project Based Learning Terhadap Hasil Belajar Siswa Dalam Pembelajaran Matematika Di Sekolah Dasar (Studi Literatur). *Journal of Basic Education Studies*, 3(2), 599–618.