



The Effectiveness of Group Learning with Visual Media To Improve Student Achievement in Social Studies

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Abstract. This study aims to assess the effectiveness of group learning with visual media in improving social studies learning achievement in seventh grade students of Junior High School Number 4 Sigli, Aceh, Indonesia. The population of this study consisted of 22 people, consisting of 9 male students and 13 female students. Descriptive analysis using the percentage technique was carried out on the data obtained from each observation activity to see the trend of the learning process. The research method used drill and practice approach with field research mechanism. The research findings showed that students' scores were not optimal in Phase I. In Phase II, 11 students did not pass, and in Phase III, only 2 students did not pass (9.09%). Therefore, it can be concluded that the students' scores in Cycle III were satisfactory (90.90%). All students in the group passed because their scores were above the minimum passing score of 70.

Keywords: Group Learning, Visual Media, Learning Achievement

1 Introduction

Education serves as a means to enhance human quality of life by developing their inherent potentials. Education, as defined in Law Number 20 of 2003 concerning the national education system, is the provision of a conscious and planned learning atmosphere and process aimed at developing the potential of learners. Learning processes are facilitated through student activation [12]

Academic achievement is the outcome of various internal and external factors. Recognizing these factors is crucial in helping students achieve their learning goals. However, differences in learning behaviors are common among students. It is important to acknowledge this reality in daily teaching activities, as each individual is unique. Variations in individual behavior among students can lead to differences in their learning behaviors. In situations where students are unable to learn optimally [2], group learning can be an effective approach.

This process needs to be well-organized within groups to create behavioral changes and enhance a conducive learning environment and maximum learning outcomes. Group learning can have a significant impact on students if everyone learns well, communicates effectively, and collaborates to solve problems [13].

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Social studies education can benefit from group activities, which enhance active participation, broaden perspectives, and improve concept understanding. Furthermore, the use of media in the learning process has been proven beneficial in presenting information in an engaging and interactive manner to students. Visual media, in particular, are popular and effective tools for helping students understand social studies concepts [8]

At Junior High School Number 4 Sigli, group learning encompasses several subjects. However, this study focuses only on changes in social studies material due to classroom interactions. This is because many students requested further exploration of the material due to inadequate mastery during class hours. The limited study time at home is due to excessive playtime, causing students to feel tired when required to study. This neglects their learning obligations.

The initial observations by the researcher found that many students lacked interest in learning social sciences through direct learning processes. This is evidenced by many students playing around and paying little attention to the teacher. Additionally, through observations and interviews, it was revealed that some students easily forget what they have learned if not reviewed and guided by the teacher who teaches them, as well as encouragement and motivation from their parents.

The aforementioned issues render many students ineffective in the learning process. Out of 14 students who took the social studies test, five passed and nine failed to achieve the minimum score. One of the reasons is the lack of appropriate actions and serious mentoring from teachers who teach specific subjects such as social studies during class hours [1]. This conclusion was drawn from observations and brief discussions between the researcher and seventh grade teachers at the school.

Lack of creativity and innovation among teachers, coupled with some students' lack of appreciation for social studies lessons, contribute to the problem. Additionally, many teachers still rely on indirect teaching methods, giving students the impression of neglect in the learning process [5]. Therefore, it is important to introduce different teaching methods to help students better understand this subject.

During the learning process, students may hesitate to seek clarification from teachers even if they do not understand the material. After presenting the material, teachers can ask students if there are any questions or parts of the material that are unclear. It is important to ensure that all students have a clear understanding before moving on to questions. Based on the background above, the researcher aims to investigate the effectiveness of group learning using photo media to enhance social studies learning outcomes for seventh grade students at Junior High School Number 4 Sigli.

2 Method

The data collection method used in this research employed a Likert scale to gather detailed information about students' abilities during the learning process. The results of this scale were then collected and correlated with students' academic performance to serve as a reference and strengthen the implementation of the research. As for the research method, the researcher used a drill and practice approach combined with field

research, where the researcher conducted direct research on the subjects to ensure that the data, facts, and information gathered were effective and aligned with the research objectives.

3 Result

3.1 Research Site Profile

Junior High School Number 4 Sigli is one of the junior high schools in Pidie Regency, currently located in the Students Complex Tijue, Gampong Lampeudeu Tunong, Pidie District, Pidie Regency. In this research, the researcher applied the drill and practice approach, a teaching method facilitated by the teacher (in this case, the researcher), where the learning mechanism is carried out by the students themselves through repeated practice and exercises. These skills eventually become a habit, and students become comfortable learning the material by continuously honing their abilities.

3.2 Learning Stages

The learning using the drill and practice method with field research mechanisms in Cycle I are as follows:

Planning. Before starting the learning process, a lesson plan must be prepared and presented to the research sample. It is important to ensure that the learning process is completed. The researcher must also prepare a learning scenario that includes core competencies, basic competencies, indicators, learning objectives, teaching materials, learning steps, teaching methods, as well as learning media and resources. The planning for this cycle consists of two meetings and includes the use of LKS (Student Worksheets), Process Assessment Formats, Field Notes, Evaluation Tools, and Teacher and Student Observation Sheets.

Implementation. Based on the classroom action research conducted in cycle I on September 15, 2023 at Junior High School Number 4 Sigli, it was concluded that students were less enthusiastic, leading to passive participation in the learning process. This was evidenced by the fact that only a few students responded to the teacher's questions, and the completion of tasks related to the interaction between spaces to improve students' learning outcomes was still suboptimal. The scores obtained by each student are shown in Table 1.

Table 1. Scores of Learning Outcomes in Cycle I for Grade VII Students at Junior High School Number 4 Sigli

No	Student	Score	Remark
1	Student 1	81	Complete
2	Student 2	62	Incomplete

No	Student	Score	Remark
3	Student 3	45	Incomplete
4	Student 4	55	Incomplete
5	Student 5	45	Incomplete
6	Student 6	50	Incomplete
7	Student 7	62	Incomplete
8	Student 8	61	Incomplete
9	Student 9	61	Incomplete
10	Student 10	65	Incomplete
11	Student 11	88	Complete
12	Student 12	61	Incomplete
13	Student 13	66	Incomplete
14	Student 14	62	Incomplete
15	Student 15	61	Incomplete
16	Student 16	61	Incomplete
17	Student 17	62	Incomplete
18	Student 18	45	Incomplete
19	Student 19	55	Incomplete
20	Student 20	45	Incomplete
21	Student 21	50	Incomplete
22	Student 22	62	Incomplete
Total		1305	
Average		53.31	

Based on the table above, the average score of 53.31 is still below the school's minimum passing criterion (KKM) of 70. The table below shows the students' mastery of learning outcomes.

Table 2. Criteria of Scores Achieved by Students in Cycle I Learning

Cycle	Score	f	%	Remark	
				Complete	Incomplete
I	≥ 70	2	9.1	√	
	< 70	20	90.9		√
Total		22	100.00		

Based on the information provided, neither the minimum completeness criteria nor the classical completeness criteria have been met. The score attainment in this cycle is unsatisfactory, as students were unable to answer all the questions posed by the teacher during Cycle I. The learning outcomes of Junior High School Number 4 Sigli in Cycle I are reflected in the percentage of students whose performance remains incomplete. It is essential to improve student achievement in the subsequent cycle.

Researchers employed image-based media to demonstrate learning in Cycle II, building on observations from Cycle I. This method was used to aid in understanding

spatial interactions. The aim was to create a more conducive learning environment, enhance student engagement, and improve learning outcomes. The use of image-based media was shown to foster a pleasant atmosphere during the learning process.

Observation. The first finding indicated that the teacher lacked creativity in delivering lessons, primarily using lectures, which led to student disengagement. The second finding revealed that students were not enthusiastic about learning, as they were reluctant to express their opinions or complete assigned tasks. They merely acted as passive recipients of information. The third finding highlighted a lack of enthusiasm among students in writing about spatial interactions, resulting in decreased learning outcomes. They also appeared disinterested in social studies on that particular day, as they were more inclined to play during class.

During the first meeting, the teacher provided an introduction to the material and explained the lesson as outlined in the teacher's guidebook. The students were then instructed to write down what was written on the blackboard. In the second meeting, the teacher reviewed the previous lesson by asking questions about it and then proceeded with the new material. At the end of the session, the teacher administered a test.

Reflection/Evaluation. Based on the findings from Cycle I, several aspects of the learning process had not yet been successfully addressed. For example, students were not active participants, and not all of them engaged in question-and-answer sessions with the teacher. Researchers identified these issues during the first cycle of the classroom action research. In response, they planned to improve student involvement and create a more enjoyable learning environment during the teaching process. This would help stimulate students' interest and motivation, particularly in social studies about spatial interactions, resulting in decreased learning outcomes. They also appeared disinterested in social studies on that particular day, as they were more inclined to play during class.

During the first meeting, the teacher provided an introduction to the material and explained the lesson as outlined in the teacher's guidebook. The students were then instructed to write down what was written on the blackboard. In the second meeting, the teacher reviewed the previous lesson by asking questions about it and then proceeded with the new material. At the end of the session, the teacher administered a test.

The learning activities in Stage II are described below.

Implementation. The classroom action research was conducted on September 18, 2023, in the same class with 22 students. This article discusses spatial interactions and the use of image-based media as a teaching tool. At the beginning of the learning process, the researchers prepared LKPD (student activity sheets), student worksheets, and teacher worksheets. The students' scores from the second meeting of Cycle II, held on September 18, 2023 in Junior High School Number 4 Sigli, are presented in the following table.

Table 3. Scores of Learning Outcomes in Cycle II for Grade VII Students

Student	Group	Score		Remark
		Group	Individual	
Student 1	Apple	65	85	Complete
Student 2			60	Incomplete
Student 1			62	Incomplete
Student 4			85	Complete
Student 5			82	Complete
Student 6			88	Complete
Student 7	Banana	60	87	Complete
Student 8			68	Incomplete
Student 9			61	Incomplete
Student 10			65	Incomplete
Student 11			88	Complete
Student 12			82	Complete
Student 13	Pineapple	65	61	Incomplete
Student 14			61	Incomplete
Student 15			65	Incomplete
Student 16			88	Complete
Student 17			61	Incomplete
Student 18	Strawberry	65	65	Incomplete
Student 19			88	Complete
Student 20			82	Complete
Student 21			61	Incomplete
Student 22			82	Complete
Total		255	1627	
Average		63.75	73.95	

Based on the table above, in Cycle II, the researcher began to implement the image-based learning media method, leading to an improvement in students' scores. This is indicated by 11 students (50.0%) achieving a passing grade, with scores above 70, while the remaining 11 students (50.0%) did not pass, with scores below 70. The overall completion percentage is 73.92, which means that the average score has met the predetermined minimum passing criteria (MPC) of 70. However, the researcher is not yet satisfied, given that the passing rate is still at 50%. Therefore, improvements will be made in Cycle III in the hope of increasing the number of students who pass.

Table 4. Criteria of Scores Achieved by Students in Cycle II Learning

Cycle	Score	Frequency	Percentage	Remark	
				Complete	Incomplete
II	≥ 70	11	50.0%	√	
	< 70	11	50.0%		√
Total		22	100.00		

The data indicate that the minimum criteria have not yet been met, and the scores in this cycle are still suboptimal. In Cycle II, students were unable to answer all of the

teacher's questions, as reflected in the learning outcomes, where the percentage of student completion is detailed below.

Based on the observations obtained during the learning process in Cycle II, the researcher demonstrated the learning method using image transmission to better understand the relationship between the first cycle and subsequent learning processes. The researcher aims to evaluate the method to foster positive changes in the learning environment and improve student engagement and learning outcomes. Teaching can be enhanced using visual media to create an enjoyable learning atmosphere. Based on the research and analysis explained earlier, there was an improvement in students' learning outcomes in Cycle II compared to Cycle I. Learning through the use of visual media showed enhancements in both the learning process and students' achievements, as indicated by the importance of learning and increased student participation.

However, the researcher also identified some gaps in the learning process, such as when students asked questions to the teacher and the lack of student involvement in classroom activities and participation. Based on these findings, the researcher intends to use image-based media in the next phase, allowing students to collaborate and exchange ideas to solve problems related to interspatial communication. Based on the table above, in Cycle III, the researcher applied the picture media learning method, which resulted in a significant improvement in student scores, with only 2 students (9.09%) not meeting the passing criteria. Thus, it can be concluded that the scores obtained by the students in Cycle III were satisfactory, with 90.90% of students passing. Additionally, all groups were declared to have passed, as their scores were above the minimum competency standard (70).

Table 5. Criteria for Student Achievement in Learning during Cycle II.

Cycle	Score	f	%	Remark	
				Complete	Incomplete
III	≥ 70	20	90.1%	√	
	< 70	2	9.9%		√
Total		22	100.00		

The data above indicates that the minimum standard for student achievement could not yet be determined in the grouping system. Therefore, the scores obtained in this cycle were not satisfactory. In Cycle II, students were unable to answer all the questions posed by the teacher. The learning outcomes of the students in Cycle III can be seen in the percentage of learning mastery below.

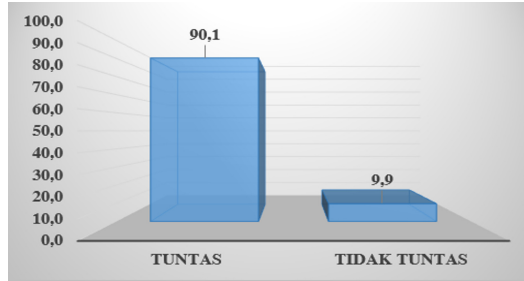


Fig. 1. Percentage Diagram of Learning Mastery in Cycle III.

To observe the outcomes of learning in Cycle III, the researcher employed media systems to understand the relationship between study groups and conducted an evaluation of the learning process. As a result, the learning atmosphere at this stage was positive, with students actively engaged in the process, and their learning outcomes had improved through the use of visual media. This led to the conclusion of the classroom action research (CAR) in Cycle III.

Observation. Based on the research findings in this cycle, when the researcher presented ideas, students were able to answer the questions posed by the teacher. Students no longer felt uncomfortable or hesitant, as they had become accustomed to the process and began asking questions about concepts they had not yet understood.

Reflection/Evaluation. From the analysis of the evaluation in Cycle III, it can be concluded that the use of visual media can improve students' learning outcomes. This was evident when students completed their homework with enthusiasm, and the grades they received met the KKM (Minimum Mastery Criteria) goals. The weaknesses identified in Cycles I and II, though still present in Cycle III, had shown significant improvement. Students were now able to ask the teacher questions about unclear topics, and almost all students participated in the learning process. Based on the research conducted in Cycle III, it can be concluded that the use of visual media and interactive classroom materials in Grade VII at Junior High School Number 4 Sigli can be considered successful.

4 Discussion

4.1 Learning in Cycle I

In Cycle I of the classroom action research, visual media was not fully implemented in the learning process regarding group interaction. When the teacher explained, students remained silent and did not ask questions about unclear concepts. To enhance understanding, it is recommended that teachers encourage students to ask questions and use clear and concise language. This was evident during the question-and-answer session, where only a few students responded.

From observations and interviews, it became clear that only a few students were able to grasp the material on group interaction. At this stage, the researcher had not yet encouraged critical thinking. Many students struggled to answer questions posed by the teacher and had difficulty understanding the material. It is important to note that this is a subjective evaluation and should be marked as such. In Cycle I, the students' average learning outcomes indicated that the learning process had not yet met expectations. Therefore, the deficiencies in Cycle I must be addressed in subsequent actions.

4.2 Learning in Cycle II

The session in Cycle II focused on spatial interaction. During this cycle, students were enthusiastic about learning through the use of visual media, resulting in improved performance, as demonstrated by higher LKS (Student Activity Sheet) scores compared to the previous cycle, based on observations and interviews with students. The average score in Cycle II was higher than in Cycle I.

Thus, it can be concluded that using visual media methods can improve learning outcomes and make students more active and enthusiastic. This was evident when the teacher presented materials to students, as nearly all of them were eager to participate, although some were still hesitant.

4.3 Learning in Cycle III

The session in Cycle III focused on spatial interaction using visual media methods. The research demonstrated that students were highly engaged and collaborative when using this method, as it enhanced their understanding of the material. Consequently, they were more motivated to learn and completed their LKS with enthusiasm. In Cycle III, students' scores were higher than in Cycles I and II. This indicates that the use of visual-based teaching methods can increase participation, activeness, motivation, and learning outcomes. Based on the data, most students performed well, as shown by the instruction provided by the teacher. Therefore, it can be concluded that using visuals to teach spatial relationships improves student learning outcomes, as seen in the Grade VII class at Junior High School Number 4 Sigli.

5 Conclusion

The implementation of group counseling using visual media to enhance student performance in Social Studies at Junior High School Number 4 Sigli can be summarized as follows:

1. In Stage I, out of 22 students, 2 successfully met the criteria with a percentage of 9.09%, achieving a score above 70, while the remaining 20 students did not meet the criteria, with a percentage of 87.05%, scoring below 70. Therefore, it can be concluded that the students' performance in Cycle I was unsatisfactory. In Stage II, out of 22 students, 11 successfully met the criteria, with

50.0% scoring above 70, while the remaining 11 students did not meet the criteria, also at 50.0%, with scores below 70. This indicates a significant improvement in average scores in Cycle II, but 11 students still did not meet the criteria, prompting the need for further research in Cycle III.

2. In Stage III, out of 22 students, only 2 failed to meet the criteria, with a percentage of 9.09%. Therefore, it can be concluded that student performance in Cycle III was satisfactory, with an overall success rate of 90.90%. All group were deemed successful, as their scores exceeded the KKM score of 70.

Teachers should apply the learning process in accordance with instructional guidelines to make the learning experience more engaging and effective for students. The school principal should encourage all school components, especially teachers, to participate in activities aimed at improving professional competence to enhance the teaching and learning process. Future researchers should consider continuing this research with alternative methods to further enhance students' learning capacity, enabling them to take more responsibility for their own learning.

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