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Project-Based Learning Model with Visit Home Approach and Learning Style on Social Studies Learning Outcomes in Elementary Schools

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ABSTRAK

Implementasi Model PBL dengan pendekatan Visit Home memerlukan lebih banyak waktu, sehingga menjadi tantangan terutama jika waktu pembelajaran sudah terbatas. Tujuan penelitian ini yaitu untuk menganalisis perbedaan hasil belajar IPS siswa yang diajar menggunakan model project-based learning berbantuan metode visit home dibandingkan dengan model pembelajaran online. Jenis penelitian ini adalah penelitian eksperimen. Sampel dalam penelitian ini siswa kelas V yang terdiri dari 2 rombel kelas yaitu V-A sebanyak 27 siswa dan kelas V-B sebanyak 27 siswa. Metode pengumpulan data menggunakan tes dan kuesioner. Instrumen pengumpulan data berupa lembar kuesioner dan soal tes. Teknik analisis data yang digunakan adalah teknik statistik deskriptif dan inferensial. Hasil Penelitian menunjukkan bahwa pertama, terdapat perbedaan hasil belajar IPS siswa yang diajar menggunakan model project-based learning berbantuan metode visit home dibandingkan dengan media online. kedua, terdapat perbedaan hasil belajar IPS antara siswa yang memiliki gaya belajar visual, auditorial, dan kinestetik. Ketiga, terdapat interaksi antara pendekatan pembelajaran dan gaya belajar terhadap hasil belajar IPS siswa. disimpulkan bahwa model project-based learning berbantuan metode visit home dapat meningkatkan hasil belajar siswa.

ABSTRACT

Implementing the PBL Model using the Visit Home approach requires more time, so it becomes a challenge, mainly if learning time is limited. This research aims to analyze the differences in social studies learning outcomes for students taught using the project-based learning model assisted by the home visit method compared to the online learning model. This type of research is experimental research. The sample in this study was class V students consisting of 2 class groups, namely V-A with 27 students and class V-B with 27 students. Data collection methods use tests and questionnaires. The data collection instruments are questionnaires and test questions. The data analysis techniques used are descriptive and inferential statistical techniques. The research results show differences in social studies learning outcomes for students taught using the project-based learning model assisted by the home visit method compared to online media. Secondly, there are differences in social studies learning outcomes between students with visual, auditory, and kinesthetic learning styles. Third, there is an interaction between learning approaches and learning styles on students' social studies learning outcomes. It was concluded that the project-based learning model assisted by the home visit method could improve student learning outcomes.

1. INTRODUCTION

In implementing the Project Based Learning (PBL) Model with the visit-home approach and considering student learning styles, several problems can arise in efforts to improve social studies learning outcomes in Elementary Schools (Pasinggi, 2023; Septiani et al., 2022; Zulfa et al., 2023). First of all, resource constraints are a significant constraint. Schools may need more funds to support field activities or need more supporting facilities. This can affect the school's ability to implement the Visit Home approach to its full potential. The suitability of the PBL Model with the existing curriculum is also a challenge. PBL with the Visit Home approach must be integrated synergistically with the existing curriculum, which may require only sometimes easy adjustments (D. Y. Sari & Rahma, 2019; Sholeh, 2021; Yusrizal & Pulungan, 2021a). In addition, teacher training is a critical aspect. Teachers must deeply

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understand the PBL Model (Inayati, 2020; Magdalena et al., 2024) and have the skills to manage the Visit Home approach effectively. Lack of training can be a barrier to achieving expected learning outcomes. Variability in student learning styles is also a major concern. Each student has a different learning style (Azzahrah Putri et al., 2021; Marpaung, 2016), and the PBL Model with Visit Home must accommodate these differences to impact all students positively. Evaluation and monitoring of the implementation of the PBL Model are important (Aulia et al., 2019; Fauziah, 2016). A good evaluation system is needed to measure the impact on social studies learning outcomes. Consistent monitoring is needed so that improvements can be made on time. Parental involvement is a key factor in the success of the Visit Home approach. If the level of parental involvement is low, this can reduce the effectiveness of learning (Lilawati, 2020; Yuhenita & Indiati, 2021). Therefore, an effort must be made to increase parental involvement in the educational process.

Time constraints are also a serious issue. Implementing the PBL Model with the Visit Home approach may require more time (Fahlevi, 2022; Patriana et al., 2021), which can be challenging, especially when learning time is limited. The diverse social and economic contexts among students also need to be considered. Factors such as transportation accessibility and the condition of the student's home environment can affect the effectiveness of the Visit Home approach. Selecting a project that is relevant to the content of social studies learning and the student's daily lives is crucial. Selecting an inappropriate project can reduce the learning Field's appeal and positive impact(Majidah et al., 2019; P. O. Ningsih et al., 2023). By realizing these problems, schools, teachers, parents, and students need to work together to overcome these obstacles and improve the implementation of the PBL Model with the Visit Home approach to achieve optimal learning outcomes. Social studies teaching in elementary schools is aimed at fostering students to understand their potential and role in various aspects of their lives, to appreciate the necessity and importance of living in a society with a sense of togetherness and family, and to be proficient in playing a role in their environment as a good social being and citizen (Fatmawati et al., 2020; Kharismawati, 2023; I. K. Sari et al., 2019). Therefore, teaching social studies must bring students to the real reality of life they can experience. Through teaching social studies, it is hoped that the attitudes of citizens who are sensitive to social problems will be developed, which will help children understand the relationship between humans and their surroundings and social skills through social studies lessons (Susanti et al., 2023; Sutrisna et al., 2020; Wulandari et al., 2024).

The ideal conditions expected from the results of social studies learning in schools are considered outside expectations because student activity in learning social studies is necessary. After all, learning is done in principle (Anshori, 2014; Putria et al., 2020). Act to change behavior by carrying out activities (Aziz & Yuwono, 2020; Widodo et al., 2020). Activity is a very important principle or basis in the interaction of teaching and learning, both teacher and student activities, and the existence of learning resources that support the implementation of teacher and student activities. However, student activity during learning could be higher, resulting in low social studies learning outcomes (Ariesta & Kusumayati, 2018; Susilo & Suwahyo, 2019). Teachers must pay attention to the approaches taken in teaching, such as selecting and using appropriate teaching methods and strategies that can activate students learning (Sumiyati, 2017; Widiastuti, 2017). The learning process with conventional methods still does not give a deep impression to students because the role of the teacher in delivering the material is more dominant than the students' activeness (teacher-centered). For these efforts to succeed, a learning model appropriate to the student's situation, condition, and learning environment must be chosen. Students can be active, interactive, and creative in the learning process. Choosing the right learning model is a step of a teacher's creativity so students do not get bored or tired of receiving lessons. Choosing the right learning model will also clarify the concepts given to students so they are enthusiastic about thinking and playing an active role (Fahlevi, 2022; Herawati et al., 2021). Therefore, it is necessary to implement a learning model to improve students' motivation and learning outcomes using the Project Based Learning learning model, one of the models offered by the scientific approach. This model was chosen because the main material to be studied by the researcher is Various Jobs, considering the diversity of national culture and the diversity of types of jobs in Indonesia. The Project Based Learning learning model is one of the learning models that is thought to be able to improve motivation and learning outcomes in social studies because, through this learning model, students are required to solve problems related to the diversity of various jobs in Indonesia along with their respective functions, to instill an attitude of respect for people whose jobs are not even worthy and can respect each difference more by not categorizing the rich and the poor. Through this learning, teachers also direct students to determine what they want when they grow up and what they will be like (Surya et al., 2018; Yusrizal & Pulungan, 2021b, 2021a).

This Project Based Learning model requires students to be more active and involves students in the learning process by producing works in the form of writing, video art, 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." It is expected that using this learning model will affect student motivation and learning outcomes. It raises the achievements and improvements an educator has made by applying government programs, especially with the 2013 curriculum using a scientific approach. One of the learning models referred to is the Project Based Learning model. The learning model is not only a factor in low student learning outcomes. Student learning styles are also one of the reasons for low student learning outcomes. To learn more about this, the study aimed to analyze the differences in social studies learning outcomes of students taught using the project-based learning model assisted by the visit home method compared to the online learning model.

2. METHOD

This type of research is experimental with a 2x2 factorial design (Hasnan et al., 2020; Ilmiyah & Sumbawati, 2021). This research was conducted at SD Negeri 060911 Jl. Menteng VII, Medan Denai District, totaling 362 students and spread across 13 class groups. The sample in this study were fifth-grade students consisting of 2 class groups, namely V-A with 27 students and class V-B with 27 students. With the provision that class V-A applies the project-based learning model with the help of visiting home, class V-B applies the online learning model with the help of the Zoom application—data collection through learning outcome tests and student learning style questionnaires. The data analysis techniques used are descriptive and inferential statistical techniques. Hypothesis testing uses the Two Way ANOVA test with a significance level of 0.05 (S. Y. Ningsih, 2017; P. S. Utami & Gafur, 2015). Before conducting the Two Way ANOVA test, the initial stage was the analysis requirements test to ensure that the data matched the statistical assumptions. First, the normality test was used to evaluate whether the social studies learning outcomes data from both class groups followed a normal distribution. This was done through the Kolmogorov-Smirnov test, which tests the suitability of the data distribution to a normal distribution. Furthermore, the data homogeneity test was carried out to check whether the variances of the two class groups were comparable or homogeneous. This homogeneity test was carried out using the Levene test, which tests the equality of variance between groups. Both tests used a significance level of 0.05, a common standard in statistics, to determine whether the observed differences between the groups are statistically significant. By conducting these two tests, the study can ensure that the use of Two Way Anova to compare social studies learning outcomes between classes V-A and V-B was carried.

3. RESULT AND DISCUSSION

Result

The Based on the data obtained and the results of statistical calculations, it is known that the results of social studies learning of students taught with the project-based learning model assisted by home visits got the lowest score of 60 and the highest score of 97, with an average of 77.53; a variance of 57.47 and a standard deviation of 7.58. The frequency distribution of students' social studies learning scores is presented in Figure 1.

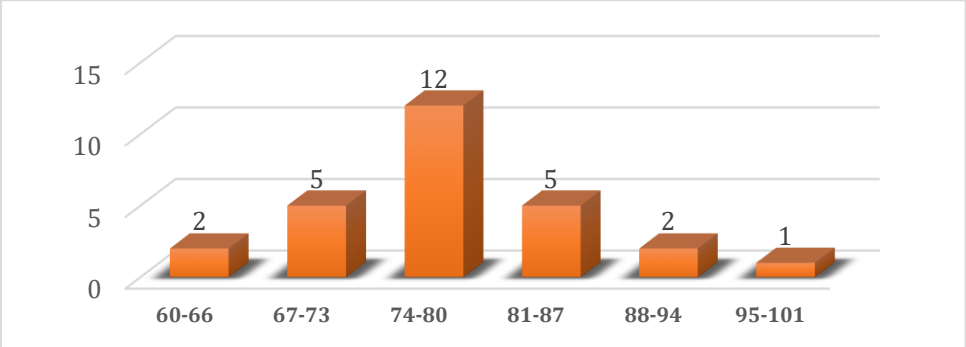

Figure 1. Histogram of Social Studies Learning Outcomes of Students Taught Using the Project-Based Learning Model Assisted by Visit Home

From the data obtained and the results of statistical calculations, it is known that the results of students' social studies learning taught with the project-based learning model assisted by online media got the lowest score of 57 and the highest score of 97, with an average of 71.85; a variance of 119.94 and a standard deviation of 10.95. The frequency distribution of students' social studies learning outcomes scores is presented in Figure 2.

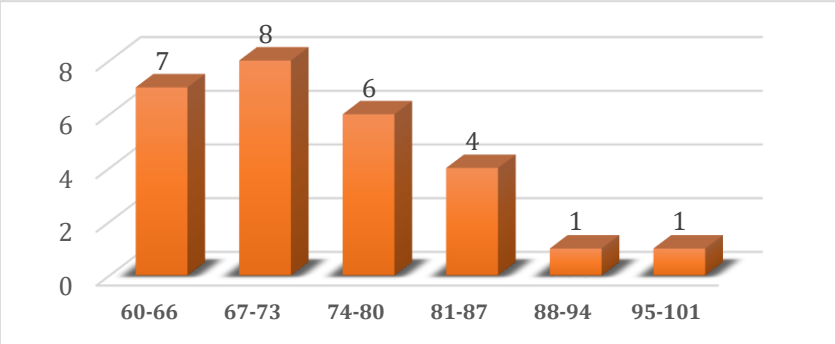

Figure 2. Histogram of Social Studies Learning Outcomes of Students Taught Using the Project-Based Learning Model Assisted by Online Media

From the data obtained from the results of statistical calculations, it is known that the results of social studies learning of students who have a visual learning style get the lowest score of 60 and the highest score of 97, with an average of 76.42; a variance of 87.12 and a standard deviation of 9.33. The frequency distribution of students' social studies learning scores is presented in Figure 3.

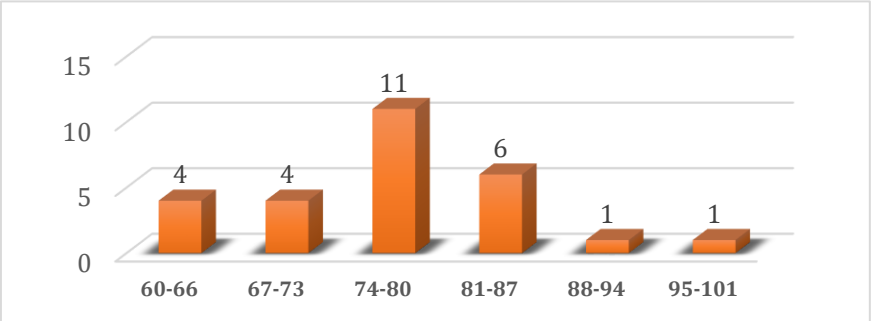

Figure 3. Histogram of Social Studies Learning Outcomes of Students with a Visual Learning Style

From the data obtained and the results of statistical calculations, it is known that the social studies learning results 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, a variance of 84.28, and a standard deviation of 9.18. The frequency distribution of students' social studies learning scores is presented in Figure 4.

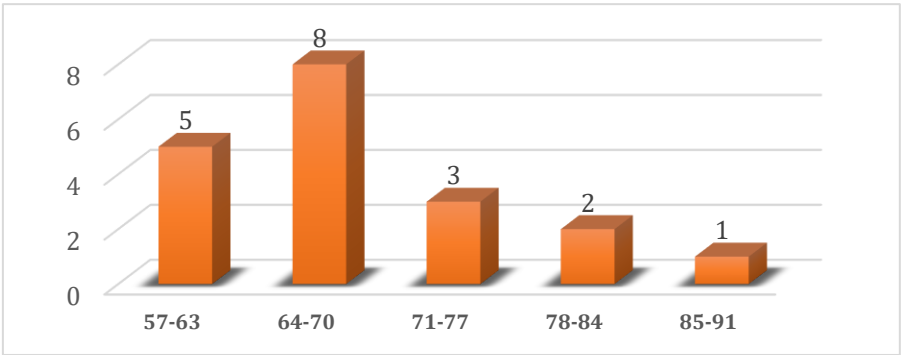

Figure 4. Histogram of Social Studies Learning Outcomes of Students with an Auditory Learning Style

From the data obtained and the results of statistical calculations, it is known that the social studies learning results 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, a variance of 75.99, and a standard deviation of 8.72. The frequency distribution of students' social studies learning scores is presented in Figure 5.

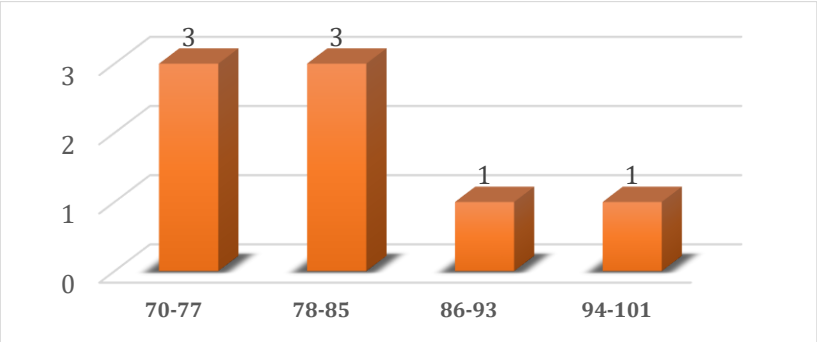

Figure 5. Histogram of Social Studies Learning Outcomes of Students with a Kinesthetic Learning Style

Data normality testing was performed using the Kolmogorov-Smirnov statistical test. The normality test can be seen in Table 1. The results of the data analysis show a significant value of 0.068 > 0.05, so it can be concluded that the data is normally distributed. A summary of the homogeneity test calculation is presented in Table 2. Based on the results of the data analysis, the homogeneity test obtained a significant value of 0.059 > 0.05, so it can be concluded that the data is homogeneous.

Table 1 Normality Test Results

	Tests of Normality					
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Standardized Residual for Learning Outcomes	0.116	54	0.068	0.981	54	0.525

Table 2 Posttest Data Homogeneity Test

F	df1	df2	Sig.
2.307	5	48	0.059

The hypothesis testing of this study used two-way ANOVA with a factorial of 3 x 2. The hypothesis testing was calculated with the help of SPSS version 23. Based on the SPSS output in Table 3 in the row of students' social studies learning outcomes by class, it was obtained that the Fcount value = 7.686 and the probability value or significant value of the learning approach was 0.008 <0.05 so that the hypothesis testing rejects Ho and accepts Ha with the conclusion that there is a significant difference between the average social studies learning outcomes of students taught with the project-based learning model assisted by the visit home method compared to students taught with the project-based learning model assisted by online media. Hypothesis testing data are presented in Table 3.

Table 3. SPSS Output of ANOVA Calculation Results

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	2087.832a	5	417.566	6.376	0.000
Intercept	229496.184	1	229496.184	3504.397	0.000
Kelas	503.334	1	503.334	7.686	0.008
Gaya_Belajar	594.545	2	297.273	4.539	0.016
Kelas * Gaya_Belajar	877.951	2	438.976	6.703	0.003
Error	3143.427	48	65.488		
Total	306586.000	54			
Corrected Total	5231.259	53			

Based on the SPSS output in Table 3 on students' social studies learning outcomes based on learning styles, it is obtained that the Fcount value = 4.539 and the probability value or significant value is 0.016 <0.05. So, the hypothesis test rejects Ho and accepts Ha. Thus, there is a difference between the learning outcomes of students in social studies and those of students with visual, auditory, and kinesthetic learning styles. Based on the SPSS output in

Table 3, it is obtained that Fcount = 6.703, and the significant value is 0.003 with α = 0.05. So it can be seen that the sig. The value is 0.003 <0.05, so the hypothesis test rejects Ho and accepts Ha. The conclusion is that there is an interaction between the learning approach and learning style in influencing students' learning outcomes in social studies.

Discussion

Learning can be successful if there is an increase based on a development process. Students can develop this skill based on encouragement from within the individual student or external influences, namely the environment. According to Gestalt theory, "learning is a development process." Based on this theory, learning is influenced by the students themselves and their environment. Learning that is influenced by students or learners includes thinking ability or intellectual behavior, motivation, interest, and physical and spiritual readiness. Learning influenced by the environment includes facilities and infrastructure, teacher competence, teacher creativity, learning resources, methods, and the environment. The factors that influence learning are as follows: 1). internal factors (factors from within the student), namely the physical and spiritual condition of the student; 2). external factors (factors from outside the student), namely the environmental conditions around the student; 3). learning approach factors (approach to learning), namely the type of student learning efforts that include strategies and methods students use to carry out activities to study lesson materials (Shaleh, 2016; Zaini, 2019). Learning is a series of learning processes deliberately created to make it easier for students to interact with their environment so that changes in behavior occur for the better (Mahmudah, 2018; Nurachmana et al., 2021). In planning a series of learning, the use of the right learning model is needed. Usually, in a learning model, there are relatively fixed stages or steps (syntax) to present learning materials—each learning model's syntax or steps direct teachers' or students' activities. From the various learning models, the syntax of the project-based learning model or project-based Learning emphasizes that students are required to produce a masterpiece from long-term activities that involve students in designing, planning, making, and displaying products.

The project-based learning model is innovative learning centered on students (student-centered) and establishes teachers as motivators and facilitators, allowing students to work autonomously to construct their learning (Melinda & Zainil, 2020; Purwaningsih et al., 2020; T. Utami et al., 2018). Project-based Learning is a learning method that uses problems as the first step in collecting and integrating new knowledge based on students' experiences in real activities. In addition, by using project-based learning, students can develop themselves in investigating a problem with group members 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 learning process centered on students (student-centered learning) (Gunawan et al., 2017; P. O. Ningsih et al., 2023). The project-based learning model has several characteristics: focusing on one problem, student involvement in the project, and realistic and planned product by the students and their groups (Prabawati & Suparman, 2019; Yunus et al., 2021). This study discusses the limitations and advantages of the project-based learning model (PBL), especially in implementing the Visit Home approach. Although PBL is an innovative approach to improving student learning outcomes, several limitations must be considered. One of them is the time needed to carry out the entire series of project activities, which tends to be longer than conventional learning methods. This can be a challenge, especially when learning time is limited. PBL also has significant advantages. One of them is increasing student engagement in learning. By providing students with challenges that are relevant to real life and encouraging parental involvement, PBL can increase students' intrinsic motivation to learn (Pasinggi, 2023; Purwaningsih et al., 2020). In addition, PBL can also help students develop various skills, such as critical thinking, collaboration, and problem-solving skills, which are important for future success. Implementing PBL with the Visit Home approach can improve student learning outcomes in social studies. By involving students in projects relevant to their daily lives and encouraging parental involvement in the learning process, PBL can create a more meaningful learning experience for students. In addition, teachers also need to receive special training in managing this PBL approach effectively, including facilitating collaboration between students and integrating projects into the applicable curriculum.

4. CONCLUSION

Based on the research that has been conducted, the Project Based Learning (PBL) learning model offers an innovative approach to improving student learning outcomes, especially in the context of implementing the Visit Home approach. Although PBL has limitations, such as requiring a longer time to carry out project activities, its significant advantages in increasing student engagement and developing various skills make it an attractive choice. The implications of this study indicate that implementing PBL with the Visit Home approach has great potential to create meaningful learning experiences for students, especially in social studies. However, it should be noted that to implement PBL effectively, teachers need to receive special training and adequate support in managing this approach. Thus, this study provides an

important contribution to developing learning methods that can improve the quality of education at the elementary level.

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