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Completing second-grade thematic learning: a classroom action research by implementing learning video at Kubulangka

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Abstract

The action research was motivated by the low level of learning outcomes of second-grade students at SD Negeri Kubulangka, Cukuh Balak Subdistrict. The purpose of this research was to enhance students' learning outcomes by utilizing video media. This research was conducted from October to November 2021 at the Second Grade of SD Negeri Kubulangka, Cukuh Balak Subdistrict, Tanggamus Regency. This type of research was Classroom Action Research consisting of 3 cycles, with each cycle comprising 4 stages: Planning, Implementation, Observation, and Reflection. The data collection techniques and tools employed in this research included research instruments such as students' activity data during learning, activities performed by students during learning to assess their motivation level, teachers' performance in teaching, and learning outcomes at the end of each cycle as supporting data. The research findings indicated that the utilization of video media fostered an enjoyable learning atmosphere, leading to increased student learning activities, thereby resulting in enhanced student learning outcomes. From the first cycle to the second cycle, there was an improvement, with 8 students, or 38.1% achieving satisfactory grades in the first cycle, while in the second cycle, there was an increase to 15 students or 71.4%, representing a 33.3% improvement. Meanwhile, in the third cycle, the number of students achieving satisfactory grades was 19 or 90.5%, marking a further increase from the second cycle by 4 students or 19.1%. It can be concluded that video media can enhance both the activity and learning outcomes in thematic learning at the Second Grade of SD Negeri Kubulangka, Cukuh Balak Subdistrict, Tanggamus Regency.

Keywords: learning outcomes, video media, thematic, classroom action research

1. Introduction

The quality of education is closely linked to learning achievement; education quality is deemed excellent when learning achievement is high. Achieving high learning outcomes necessitates a robust and high-quality learning process. Hence, to enhance education quality, every school should strive to deliver high-quality education. Such quality education necessitates professional teachers as they play a pivotal role and are directly involved with learners (McMahon et al., 2015; Chakraborty et al., 2018). The educational process, once viewed as teaching-learning to prepare learners for societal life, has evolved into a learning process or a paradigm shift towards student-centered learning, where the teacher's role of imparting knowledge to students is inadequate as learning must revolve around the students, and teachers are not the sole fount of knowledge (Chakraborty et al., 2018). This is a crucial endeavor towards enhancing education quality, where teachers play a role in organizing, managing, facilitating, and assisting students in fostering conducive learning environments to develop fully as individuals (Rahimi et al., 2019; Runisah et al., 2021).

According to Yulaelawati (2004), successful learning involves more than mere reading, listening, and watching because when learning involves learners experiencing and discussing specific material directly with others, it becomes more meaningful. Furthermore, learners get the chance to impart their knowledge to fellow learners. Learning necessitates supportive conditions for execution, including teaching aids and learning media, as instructional aids in learning. In line with this, teachers need to choose appropriate teaching methods (Sudirman et al., 2024).

Video is a digital learning medium that integrates audio and visual technology to craft dynamic and captivating presentations (Yudianto, 2017). Videos can be produced in various formats such as VCDs, DVDs, and internet platforms like YouTube, making them easily transportable and accessible. Moreover, videos are user-friendly and can reach a broad audience. Video media serves as a learning tool with functions encompassing attention, affective, cognitive, and compensatory functions (Arsyad, 2003). With video media, learning outcomes through visual senses are around 75%, through auditory senses 13%, and through other senses approximately 12% (Cahyani, et al., 2016).

Teaching with video media poses a challenge for schools, teachers, and all stakeholders involved in the education system, and solutions must be sought to ensure a smooth learning process. Ultimately, these challenges impact learners as they are expected to absorb knowledge or material effectively. One way to ensure the education and learning process meets expectations is for teachers to design strategies, select methods, utilize learning media, and choose the appropriate video learning media so that students can achieve the expected competencies, necessitating teachers to work professionally. Given the issues at hand, it is imperative to investigate them so that the thematic learning indicators to be achieved by students can be met. Failure to address them may result in students struggling to achieve these indicators, finding it difficult to comprehend subsequent lesson materials, and displaying persistent apathy towards learning.

Therefore, a solution is required to address this; a change in delivering material is necessary. Something unique, something students have never experienced before, by introducing an interesting medium. One suitable learning medium to meet this demand is video media. Video media is the swiftest and most accurate medium for conveying messages and greatly aids learners' comprehension. With video media, learners can develop abilities in cognitive, affective, and psychomotor domains. The researcher will research efforts to enhance student learning outcomes in thematic learning through video media for second-grade students of SD Negeri Kubulangka, Cukuh Balak Subdistrict, Tanggamus Regency.

2. Method

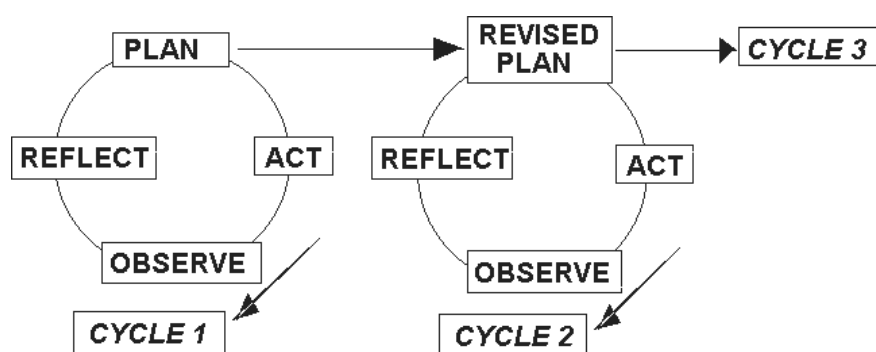
The method employed in this study is through the utilization of classroom action research. Classroom Action Research (CAR) is an investigation form conducted through self-reflection. Classroom action research is carried out by participants involved in the studied situation, such as teachers, students, or school principals. Action research is conducted within social situations, including educational settings. The objective of action research is to improve the basis of thought and activities of existing practices within the school environment, as well

as understanding of these practices, and the situation or institution where these practices are implemented.

This research is conducted using 2 cycles, where each cycle consists of 4 stages: planning, implementation, observation, and reflection. Each cycle is executed once, comprising one meeting, one learning session, and one end-of-cycle test. During each cycle's reflection, data recordings and significant notes are obtained. Subsequently, the teacher engages in self-reflection and discussion with colleagues regarding the performance of implemented improvement activities and the formative test results of the students.

Figure 1

Classroom Action Research Procedure



Data in this research was collected using test instruments and observation guidelines. Students are considered to have completed learning if they have achieved a score of 6.5 or above, equivalent to 65%. Students who score less than 6.5 are deemed to have not completed learning. Subsequently, the respective students are assigned to one or two groups depending on the number of students who have not completed learning. These students are the focus of the teacher's attention during the implementation of actions in the subsequent cycles. Post-tests are conducted at the end of each cycle, while observation guidelines are utilized to observe the activities of both teachers and students. To supplement the observation findings, the researcher also recorded the learning process activities using a camera.

3. Result and Discussion

The implementation of this Grade II action research was conducted in three cycles, where each cycle consisted of four stages: planning, implementation, observation, and reflection. Each cycle was carried out with one meeting, one learning session, and one end-of-cycle test. The implementation of actions for each cycle can be outlined as follows:

First Cycle

The meeting was attended by 21 students. Learning was conducted for one day, from 07:30 to 10:30 AM local time. In this meeting, learning media using video began to be implemented. The teaching was carried out by the researcher, while other teachers acted as observers. Observations of activities were recorded on an activity observation sheet by one observer and observed throughout the learning process. Based on the results of student activity observations during the learning process, in Cycle I, active students numbered 5 out of 21 students, or 23.8%. Data on student learning outcomes in Cycle I were obtained from the end-of-cycle test conducted after the completion of learning in Cycle I. After analysis, students who

completed learning (scored more than or equal to 65) in the end-of-cycle test for Cycle I numbered 8 students or 38.1%. Meanwhile, the average score of the students was 60.4.

Table 1

Completion of Thematic Learning in The First Cycle Final Test

Students	Incomplete		Complete		Total	
	F	%	F	%	F	%
Primary School						
Second Grader	13	61,9	8	38,1	21	100

Based on the table above, it can be interpreted that the acquisition of student scores in the end-of-cycle test is very minimal and has not reached classical completeness, and those who have individually completed learning are < 60%.

At the end of the First Cycle, the average percentage of active and completed learning students did not meet the expected success criteria. The low level of student activity is caused by their reluctance to ask questions about what they do not yet understand. Furthermore, the cause can also originate from the teacher. As revealed by data collected by observers, the teacher's attention is only focused on the students sitting in the front, not the entire class, resulting in many students being disruptive and not paying attention to the teacher's explanations. This indicates that the teacher is not sensitive to the deviations occurring in the class (Julaeha, 2003). The lack of appeal of teaching aids is also a factor in the unsuccessful learning activities. Furthermore, the teacher has not been able to manage time well in teaching because the teacher is still fixated on the time specified in the lesson plan.

The average student scores do not meet the minimum completeness criteria, and learning completeness is still low because students who have completed learning obtain high scores while those who have not completed learning receive low scores. This is caused by learning activities still being dominated by some high-ability students. The low activity results in low learning completeness and low average student scores. Based on observations in the First Cycle, it can be identified that students become awkward and lack confidence in carrying out learning activities because they feel observed. Additionally, the lack of appeal of teaching aids in teaching and learning activities is a primary factor in failing to achieve learning objectives.

Second Cycle

The implementation of the Second Cycle is a continuation of the First Cycle, where this cycle serves as a reflection of the First Cycle. The Second Cycle is conducted with one meeting, one learning session, and one end-of-cycle test.

Table 2

Completion of Thematic Learning in The Second Cycle Final Test

Students	Incomplete		Complete		Total	
	F	%	F	%	F	%
Primary School						
Second Grader	6	28,6	15	71,4	21	100

From the table above, it can be interpreted that the test scores obtained from the Second Cycle learning outcomes indicate that the number of students who have completed learning individually is 15 students (71.4%), while those who have not completed learning are 6 students (28.6%). Completion is achieved when > 60% of the total number of students have completed learning classically.

Based on the observation results of student activities during the learning activities, it is shown that the percentage of active students in the Second Cycle is 76.2%. This means that compared to the percentage of active students in the First Cycle, the percentage of active students increased from the First Cycle by an increase of 52.4%.

At the end of the Second Cycle, it is obtained that the average student scores, the percentage of active students, and learning completeness have increased. The process of sharing knowledge among students appears to be effective, so that students with low abilities have better learning outcomes, and the dominance of high-ability students decreases.

Based on observation results, it is found that the description of student activities during the learning process has improved from the First Cycle, including attention, commenting on issues, actively asking and answering questions, daring to differ in opinion, and cooperation in group discussions. The shortcomings still apparent in this cycle, according to the assessment of the teacher as the research partner, the observer, are that the researcher still somewhat dominates the learning process and does not sufficiently guide students to conclude the lesson material. This is because the researcher provides limited material, and during the presentation of the material, it is limited to what has been determined by the teacher.

Third Cycle

The implementation of this cycle is a continuation of the Second Cycle, where this cycle serves as a reflection of the Second Cycle. The Third Cycle is conducted with one meeting, one learning session, and one end-of-cycle test. In the meeting of the Third Cycle, the focus is more on the application of video media. Based on the observation results of student activities during the learning activities, it is shown that the percentage of active students in the Third Cycle is 90.5%. This means that compared to the percentage of active students in the Second Cycle, the percentage of active students increased from the Second Cycle by an increase of 14.3%.

Table 3

Completion Thematic Learning in The Third Cycle Final Test

Students		Incomplete		Complete		Total	
Primary School		F	%	F	%	F	%
Second Grader		2	9,5	19	90,5	21	100

The student learning outcomes data in the Third Cycle were obtained from the end-of-cycle test conducted after the completion of learning in the Third Cycle. After analysis, it was found that the number of students who completed learning (scoring more than or equal to 65) in the end-of-cycle test for the Third Cycle was 19 students or 90.5%. Meanwhile, the average score was 80.0. The research data on the average scores of students and students who completed learning in each cycle can be seen in the following graph.

At the end of the Third Cycle, it was found that the average student scores, the percentage of active students, and student learning completeness had met the established success indicators. High-ability students no longer dominate the learning activities.

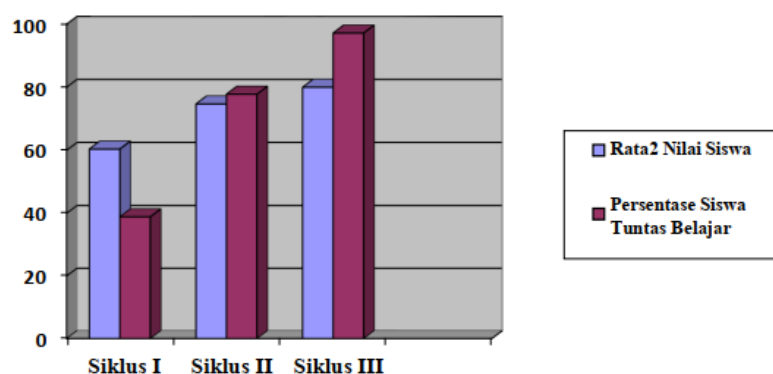
The presentations of students who completed learning have improved in each cycle, and by the end of the cycle, they have exceeded the target set at 65%. This indicates that the established indicators have been achieved. Additionally, there was an

increase in students who completed learning from Cycle I to Cycle II, by 33.3%, while from Cycle II to Cycle III, it was 19.1%. The average score increased by 14.3% from Cycle I to Cycle II, and by 5.7% from Cycle II to Cycle III. Based on the success indicators set in this study, the results obtained have met these indicators. Thus, the application of video media can enhance student learning activities, resulting in improved student learning outcomes.

This improvement is also due to the increasingly effective teaching conducted by the teacher. Efforts made include delivering the material interspersed with brief questions, followed by asking several students to respond quickly. This is in line with the principles of basic teaching skills, especially questioning skills (Wardani, 2003; Sudirman & Susandi, 2024). Additionally, the teacher motivates students by giving awards to the most active students during the learning process and those who achieve the highest formative test scores in each cycle. In the meeting of the Third Cycle, many students were distracted and lacked concentration in learning due to the distribution of test scores from Cycles I and II. However, the teacher was able to overcome this by motivating students to focus on learning by instructing them to present the results of their group discussions to the class. Students were very enthusiastic about presenting their discussion results, and they became more adept at expressing their opinions or asking questions to the teacher. The teacher guided the students to summarize the material, and many students dared to express their opinions about the material conclusions.

Figure 2

Improvement in Students' Completion in Thematic Learning Cycle by Cycle



This improvement is also attributed to the increasingly effective teaching conducted by the teacher. Efforts made include delivering the material interspersed with brief questions, followed by asking several students to respond quickly. This is in line with the principles of basic teaching skills, particularly questioning skills (Wardani, 2003).

Furthermore, the teacher motivates students by rewarding those who are most active during the learning process and achieve the highest formative test scores in each cycle. In the meeting of the Third Cycle, many students were distracted and lacked concentration in learning due to the distribution of test scores from Cycles I and II. However, the teacher was able to address this by motivating students to focus on learning by instructing them to present the results of their group discussions to the class. Students were very enthusiastic about presenting their discussion results, and they became more adept at expressing their opinions or asking questions to the

teacher. The teacher guided the students to summarize the material, and many students dared to express their opinions about the material conclusions.

4. Conclusions

The implementation of Thematic learning using Video Media for second-grade students at Kubulangka Public Elementary School, Cukuh Balak District, in the academic year 2021/2022, with continuous improvements made in each cycle such as providing motivation to students, giving awards, presenting attractive teaching aids, presenting interesting problems in the Student Worksheets (LKPD), and optimizing the video observation and discussion stages can enhance student activity, resulting in improved student learning outcomes. This is evident from the increasing percentage of students who completed learning in each cycle, namely 38.1% in Cycle I, 71.4% in Cycle II, and 90.5% in Cycle III. Additionally, the average student scores also increased in each cycle, from 60.4 in Cycle I, 74.7 in Cycle II, to 80.0 in Cycle III.

Several challenges encountered during implementation include classroom management, the lack of attractive teaching aids, and limited variation in selecting teaching models. However, these challenges can be addressed in the subsequent cycles through the implementation of video media usage, engaging teaching aids, and award presentations. Based on the research and discussion, it can be concluded that the use of video media in learning can enhance Thematic learning outcomes, particularly in Theme 4, for second-grade students at Kubulangka Public Elementary School, Cukuh Balak District, Tanggamus Regency, in the academic year 2021/2022.

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