



## The Effectiveness of Project and Presentation Types of Cooperative Learning Model on Social Studies Concept Understanding of Elementary School Students

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**Abstract:** Research was conducted to describe the results of student learning through a problem-solving model. Sampling was done by one group pretest-posttest design. The type of research used is the pre-experiment with the form of the design of one group pretest-posttest with research subjects of grade students in one of the public elementary schools. Subject retrieval using single subject and subject number four students. The research data were obtained using test descriptions and observations. Based on the analysis results, the project model and presentation gave an enhance. These results were seen based on the N-Gain test by 0.86 in high categories. Subjects are 6 students of class IV. Data analysis techniques by observing the development of n-gain. This study showed that student understanding of pretest is 53,75 point categorized as low and posttest is 93.00 point categorized as good. It means that cooperative learning projects and presentation models suitable for elementary school social studies learning and can encourage students to build an understanding of concepts. Construction of the concept through the process of connecting knowledge in solving learning problems.

**Keywords:** Cooperative learning, conceptual understanding, project learning models and presentations

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### INTRODUCTION

In essence, the process of developing knowledge that can be created in learning needs to be formed in each education unit. The implementation of the education process in primary schools consists of several subjects such as social science subjects and natural sciences. Where these subjects exist at all levels of education, from elementary to tertiary level. Social studies learning needs to be given to students starting from elementary schools to develop competencies and responsibilities as individuals, communities, and citizens of the world. Furthermore, social studies education has an important role in building a national identity to make students creative, able to solve problems, and become moral citizens. In general, social studies education in the era of globalization is needed to develop the potential for identity as social beings who have thinking, academic and social skills. Gunawan (in Rachmah, 2014, p.109)

Based on the results of observations in the field introduction activity of educational units, it shows that the low ability of understanding concepts in social studies learning can be seen in the learning process that does not involve many active students, learning still emphasizes memorization and the use of ineffective learning resources. This is an indication that the mastery of concepts in social studies learning has not been optimal. So that students are less trained in solving problems encountered in everyday life. In line with a predecessor study conducted by Wardiani (2017, p. 6) at SDN Dawuan Tengah, the students' lack of conceptual understanding when solving the questions given by the teacher still experienced difficulties. Besides, the large number of students can influence learning outcomes in understanding concepts.

Thus, "understanding the concept of social studies is important for students because by understanding the concept correctly, learning will easily absorb and master



understanding in a long time. Social studies learning for students requires a good memory to understand the material described by the teacher." Ningrum (2015, p. 6). To improve understanding of the concept of social studies, an appropriate learning model is needed, the learning model chosen must be by the objectives and material to be taught using the project and presentation learning model. Furthermore, according to Kagan (2009, p. 13) states that the project model and the percentage aims to make students learn in turns, share work fairly, ensure everyone participates and makes decisions together. This model can also foster a positive dependence on mutual success.

Understanding is an ability that students have to be able to explain what they have learned using their sentences. Students not only remember and memorize the information they have obtained but can inform what they see and understand by using their language and words. So, it can be concluded that understanding the concept of social studies is the ability to understand concepts in studying, analyzing, analyzing symptoms and social problems. By using his understanding and language. In this study, an understanding of the concept of social studies that need to be well understood is the concept of economic activities in the surrounding community which involves various kinds of work.

Anderson and Krathwohl (2015) say that there are six indicators in understanding the concept. But of the seven indicators, the researcher only uses the five indicators given at the pretest and posttest, namely classifying, exemplifying, concluding, comparing, and explaining. Project & Presentation Models where students work in groups, work together on a project, students have the opportunity to hear other groups' ideas, how other teams solve problems, and they can synthesize and synergize to produce product improvements. Furthermore, three key structures are

owned by the project model and presentation, namely sharing project plans, sharing project processes, and sharing products and presentations. These three structures aim for students to be able to learn in turns, share work fairly and ensure that everyone participates in making decisions Kagan (2009, p. 13).

**METHOD**

This research initially used quasi-experimental or so-called Quasi-experiments with the design form Nonequivalent Control Group Design. However, due to the Covid-19 Pandemic and the enactment of the PSBB in the Karawang district, the learning process could not be carried out in schools. Therefore, research cannot research schools so that it cannot compare between the experimental class and the control class. Then the solution taken is the Pre-Experiment design in the form of a one-group pretest-posttest design (only using the experimental class.

The subject-taking technique used is the Single Subject Design by using individual data as the research sample and the measurement of the dependent variable is carried out repeatedly over a certain period. The subjects of this study were 4 grade IV students. Data collection techniques were carried out thorough tests and non-tests. The form of the test used is the description test on the pretest (initial) and posttest (final) questions. while the non-test type is in the form of observation and documentation.

The test instrument consisted of 10 questions that were used to measure students' ability to understand concepts in Theme 8 Sub-theme 1. Before being given to the research subject, each item was analyzed to determine the validity and reliability of the instrument. Then the test instruments were tried out. Results of the Calculation of the Validity of the IPS Concept Understanding Test:

**Table 1.** Results of the Calculation of the Validity of the IPS Concept Understanding Test

Point	Correlation	Interpretation	Validation	Information	New Point
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1	0,785	Very Significant	Valid	Problem set	1
2	0,840	Very Significant	Valid	Problem set	2
3	0,582	Very Significant	Valid	Problem set	3
4	0,525	Significant	Valid	Problem is not used	-
5	0,460	Significant	Valid	Problem is not used	-
6	0,751	Very Significant	Valid	Problem set	4
7	0,636	Very Significant	Valid	Problem set	5
8	0,696	Very Significant	Valid	Problem set	6
9	0,688	Very Significant	Valid	Problem set	7
10	0,622	Very Significant	Valid	Problem is not used	-
11	0,671	Very Significant	Valid	Problem set	8
12	0,645	Very Significant	Valid	Problem is not used	-
13	0,276	-	invalid	Problem is not used	-
14	0,511	Significant	Valid	Problem is not used	-
15	0,538	Significant	Valid	Problem is not used	-
16	0,511	Significant	Valid	Problem is not used	-
17	0,580	Very Significant	Valid	Problem is not used	-
18	0,740	Very Significant	Valid	Problem set	9
19	0,504	Significant	Valid	Problem set	10
20	0,442	Significant	Valid	Problem is not used	-

(Output Anates version 4.0.5)

The results of the calculation of the reliability of the question instruments were carried out

using Anates software version 4.0.5 and are presented in the following table. Results of the calculation of the reliability of the IPS concept understanding test:

**Table 2.** Results of the calculation of the reliability of the IPS concept understanding test

$\bar{X}$	Sd	$r_{xy}$	Reliability	Reliability / Interpretation
54,69	14,47	0,84	0,92	Very high

Based on the results of the pretest, the ability to understand concepts in social studies learning that has been done, the average value is 53.75. The percentage of students' concept understanding achievement at the pretest and posttest of each indicator can be seen in table 4:

## RESULTS AND DISCUSSION

### Students' ability to understand concepts before and after learning:

#### Subject A

Researchers provide pretest questions as a measure to determine the ability to understand the concepts possessed by Subject A before learning using the Project and Presentation model. From the pretest results, it was found that Subject A got a

score of 62.5 which can be seen in table 4.2. Of the 10 pretest items, that means Subject A was only able to answer 62% of the number of questions given. From the results of the pretest data, it can also be seen that there are several indicators of understanding that Subject A has not understood so that they cannot answer the questions correctly. Then the researcher gave posttest questions. To find out the conceptual abilities possessed by Subject A after learning, the researcher gave posttest questions as a measure. From the posttest results, it was found that Subject A got a score of 97 which can be seen in table 4.2. Of the 10 pretest items, that means Subject A was only able to answer 97% of the number of questions given. From the results of this percentage, the ability to understand concepts possessed by Subject A has



increased by 34.5% as seen through the diagram in Figure 4.3. From the posttest results, it can also be seen that the achievement of several indicators of understanding that Subject A had not previously reached during the pretest.

#### **Subject B**

Researchers provide pretest questions as a measure to determine the ability to understand the concepts possessed by Subject A before learning using the Project and Presentation model. From the pretest results, it was found that Subject A got a score of 42.5 which can be seen in table 4.2. Of the 10 pretest items, that means Subject A was only able to answer 42% of the number of questions given. From the results of the pretest data, it can also be seen that there are several indicators of understanding that Subject A has not understood so that they cannot answer the questions correctly. Then the researcher gave posttest questions to determine the conceptual abilities possessed by Subject A after learning, the researcher gave posttest questions as a benchmark. From the posttest results, it was found that Subject A got a score of 90 which can be seen in table 4.2. Of the 10 pretest items, it means that Subject A is only able to answer 90% of the number of questions given. From the results of this percentage, the ability to understand the concepts possessed by Subject A has increased by 47.5% as seen through the diagram in Figure 4.3. From the posttest results, it can also be seen that the achievement of several indicators of understanding that Subject A had not previously reached during the pretest.

#### **Subject C**

Researchers provide pretest questions as a measure to determine the ability to understand the concepts possessed by Subject A before learning using the Project and Presentation model. From the pretest results, it was found that Subject A got a score of 50 which can be seen in table 4.2. Of the 10 pretest items, it means that Subject A is only able to answer 50% of the number of questions given. From the results of the pretest data, it can also be seen that there are several indicators of understanding that Subject A has not understood so that they cannot answer the questions correctly. Then

the researcher gave posttest questions. To find out the conceptual abilities possessed by Subject A after learning, the researcher gave posttest questions as a measure. From the posttest results, it was found that Subject A got a score of 90 which can be seen in table 4.2. Of the 10 pretest items, it means that Subject A is only able to answer 90% of the number of questions given. From the results of this percentage, the ability to understand the concepts possessed by Subject A has increased by 40% as seen through the diagram in Figure 4.3. From the posttest results, it can also be seen that the achievement of several indicators of understanding that Subject A had not previously reached during the pretest.

#### **Subject D**

Researchers provide pretest questions as a measure to determine the ability to understand the concepts possessed by Subject A before learning using the Project and Presentation model. From the pretest results, it was found that Subject A got a score of 60 which can be seen in table 4.2. Of the 10 pretest items, it means that Subject A is only able to answer 60% of the number of questions given. From the results of the pretest data, it can also be seen that there are several indicators of understanding that Subject A has not understood so that they cannot answer the questions correctly. To find out the conceptual abilities possessed by Subject A after learning, the researcher gave posttest questions as a measure. From the posttest results, it was found that Subject A got a score of 90 which can be seen in table 4.2. Of the 10 pretest items, it means that Subject A is only able to answer 90% of the number of questions given. From the results of this percentage, the conceptual understanding ability of Subject A has increased by 35% as seen through the diagram in Figure 4.3. From the posttest results, it can also be seen that the achievement of several indicators of understanding that Subject A had not previously reached during the pretest.

**The effectiveness of project and presentation models in increasing students' conceptual understanding ability:**



Social studies learning using the project and presentation model was given to SDN Cicinde Utara 1 student for three meetings which were held offline. This learning is given to fourth-grade students as many as four research subjects, with the subject of economic activities with basic competencies by the learning theme 8 economic activities or the area where I live. Based on the results

of the pretest ability to understand the concept that has been done, the average value is 53.75. If described in detail, after obtaining information about the initial ability to understand the concept, social studies learning is carried out using the Project and Presentation model.

**Table 3.** N-Gain Calculation Results

Subject	Pretest	Posttest	<i>N-gain</i>	Percentage (%)
Subject A	62.5	97	0,93	93,33
Subject B	42.5	90	0,83	82,61
Subject C	50	90	0,80	80,00
Subject D	60	95	0,88	87,50
Minimum Value	42.5	90		
Maximum Value	62.5	97		
Average	53,75	93,00	0,86	85,86
Information			High	High

Based on the table above, it can be seen that the Gain value of subject C is lower than Subject A, B, and D so that in terms of improvement, Subjects A, B, and D are higher than Subject C. As for the percentage of

student concept understanding achievement in the pretest and posttest of each indicator can be seen in table 4.

**Table 4.** Percentage of Achievement of Concept Understanding Ability indicators

Indicator	Pretest	Post-test	Enhancement (%)	Information
Classify	33 %	75 %	42 %	increase
Exemplifying	81 %	81%	0 %	Permanent
Conclude	50 %	95 %	45 %	increase
Comparing	40 %	95 %	55 %	increase
Explain	47 %	96 %	49 %	increase

Based on the table above, if described in detail, the dominant conceptual understanding indicators have been achieved by Subject A, Subject B, Subject C, and Subject D during the pretest, namely the exemplary indicator contained in question number 6, namely with a percentage of student answers of 81%. That means, the question is considered to be an easy question to answer. Meanwhile, question number 2 is classified as the lowest indicator with a percentage of 33%, meaning that the question is considered a difficult question to answer. The indicators that did not experience an increase were exemplary

indicators with a percentage of an increase of 0%.

After it is known that there is an increase in the ability to understand concepts, then the researcher analyzes the effect of the dependent variable on the independent variable and how much influence it causes. Therefore, using a simple linear regression test and the coefficient of determination with the help of the SPSS software application. The output results of the regression test can be seen in table 5.



**Table 5.** Simple Linear Regression

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	72,805	5,662		12,858	,006
	X	,378	,104	,932	3,628	,068

a. Dependent Variable: Y

Based on the Coefficients table, the value of Constant (a) is 72,805 and the value of X (b) is 3.75, so the regression equation can be written as follows:

$$Y = 72.805 + 3.78X$$

The output shows that coefficient b is a coefficient b which is positive (increase). So, project and presentation models influence the ability to understand concepts. The results of the Determination Coefficient analysis can be seen in Table 5:

Based on this output, the coefficient of determination (R square) was obtained of 0.932. Then the effect of the independent variable on the dependent variable is 0, amounting to 0.868%, while the remaining 13.4 are influenced by other factors.

The results of the analysis show that the project and presentation model is effective in increasing the ability to understand concepts in social studies learning, it can be concluded that the project and presentation model can improve the ability to understand concepts, which is based on the average N-Gain result (in general) of 0.86 (high). Then the project and presentation model influences the ability to understand the concepts of subjects A, B, C, and Subject D by 0.868 while the remaining 13.4 is influenced by other factors.

In addition to the primary data on the conceptual understanding test above, in this study, the data were calculated using the results of observations of teacher and student activities, namely the application of the social studies learning model project and presentation. to improve students' conceptual understanding of economic activity material.

The teacher activity observation sheet is carried out on each lesson that is assessed by the observer who is the fourth-grade homeroom teacher at SDN Cicinde Utara I. The criteria for teacher activity can be seen in the table below.

**Table 6.** Teacher Activity Criteria

Activity %	Criteria
86 – 100	Very good
76 – 85	Good
60 – 75	Enough
55 – 59	Less
≤ 54	Little

The observation data of the teacher's activities under study consisted of the stages of observing, asking, trying, reasoning, and communicating. The learning that is applied by the teacher only acts as a facilitator, in this study the results of the observation of teacher activity at the stage of observing, questioning, and reasoning or can be said to be good. At the testing stage, the teacher's activity was in a good category and communicated in a very high category so that it could be said that the teacher's activity as a facilitator was considered good.

Based on the description above, social studies learning uses the Project and Presentation learning model. The learning model developed in this study is an integrated learning model and is equipped with approaches, strategies, and methods shown to foster student understanding of concepts for elementary school students.

From the description above, it can be interpreted that student activities towards learning will affect increasing students' conceptual understanding skills. by the results which indicate that social studies



learning using the Project and Presentation learning model makes students very active in learning to take place, and can improve students' conceptual understanding skills. so that the Project and Presentation learning model is considered effective in improving the ability to understand the concept of Theme 8 Sub-theme 1 Learning 4 on the subject of economic activities in Class IV Elementary Schools in Banyusari District for the academic year 2019/2020.

## CONCLUSION

Based on the results of the research that has been conveyed regarding the use of project and presentation models in social studies learning, it can be concluded that the project and presentation model can improve the ability to understand concepts, namely based on the average N-Gain (in general) of 0.86 (high). Then the project and presentation model influences the ability to understand the concept of subjects A, B, C, and subject D by 0.868%. Therefore, project and presentation models are effective in increasing the ability to understand concepts

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