

Improving Social Studies learning activity and outcomes through multimedia-based learning

by

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Article History Submitted: 24 September 2025 Revised : 28 September 2025 Accepted : 29 September 2025 Keywords: social studies education; multimedia-based learning; learning activity	Abstract <i>This research is motivated by the low learning activity and low learning outcomes of social studies of class VII/B students in the second semester at SMP Negeri 2 Dusun Selatan. Indicators of low learning activity include a lack of enthusiasm for learning and a tendency to be apathetic in participating in learning. This can be seen from students' responses to teacher questions, their activeness in expressing opinions or ideas, and low student participation in learning. Meanwhile, indicators of low learning outcomes are seen from classical completeness, which is still below 75% with the KKM value of Social Studies for Class VII in the second semester of the 2024/2025 Academic Year at SMP Negeri 2 Dusun Selatan being 70. To overcome this problem, a Classroom Action Research was conducted that focused on increasing activity and improving learning outcomes through the use of multimedia-based learning media. This Classroom Action Research (CAR) used the Kemmis and McTaggart model, which was implemented in 2 (two) cycles on 31 students. Data collection was conducted through observations of learning activity, learning outcome tests, and student response questionnaires. The results showed a significant increase in learning activity, learning outcomes, and classical mastery. Learning activity increased by 17.4%, from 68.9% in the pre-cycle to 75.4% in Cycle 1 and 86.3% in Cycle 2. Student learning outcomes increased by 13.9%, from 72.6% in the pre-cycle to 80.3% in Cycle 1 and 87.7% in Cycle 2. Classical mastery percentage increased by 29%, from 65% in the pre-cycle to 83% in Cycle 1 and 94% in Cycle 2. It was concluded that the use of multimedia-based learning media can improve the social studies learning activity and learning outcomes of grade VII/B students in the 2024/2025 academic year at SMP Negeri 2 Dusun Selatan.</i>
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Introduction

Social studies learning needs to improve to enhance the students' social and cognitive skills. Article 13 paragraph (6) states that the quality and relevance of the learning process are the results of measurements of: a. learning quality; b. teacher reflection and

improvement of learning; c. instructional leadership; d. utilization of information and communication technology for learning; e. school safety climate; f. school climate of diversity and inclusivity; and g. alignment of the vocational high school curriculum with the needs of the workforce. Meanwhile, paragraph (7) states that the quality of management of Educational Units is the result of measurements of: a. school community involvement; b. utilization of school resources for quality improvement; and c. utilization of information and communication technology in planning, spending, and reporting budget utilization.

Regulation of the Minister of National Education of the Republic of Indonesia Number 41 of 2007 concerning Process Standards for Elementary and Secondary Education Units, Point B.9.b., states that learning activities are conducted interactively, inspiring, enjoyably, and challengingly, motivating students to participate actively, and providing sufficient space for initiative, creativity, and independence in accordance with students' talents, interests, and physical and psychological development. A closer look at the intent of this regulation demonstrates that active student participation in learning is essential. This indicates that teacher-designed learning must be oriented toward student activity.

Based on the results of observations, teacher diaries, and reflection results at the end of each lesson, it can be seen that the learning activity and learning outcomes of class VII B students in semester 1 at SMP Negeri 2 Dusun Selatan are still low and have the potential to be improved. Indications of low learning activity include a lack of enthusiasm and a tendency to be apathetic in participating in learning. This can be seen from the students' responses to teacher questions, their activeness in expressing opinions or ideas, and low student participation in learning. Meanwhile, indications of low learning outcomes include the presence of students whose learning outcomes have not exceeded the Minimum Competency (KKM), and there are even students whose learning outcomes are below the KKM, so that teachers have to provide remedial classes, resulting in ineffective learning time.

The low student response to learning and poor learning outcomes are thought to be caused by: a. lack of interest and motivation to learn; b. learning strategies that are not aligned with students' learning needs; c. lack of teacher creativity and innovation in implementing learning; d. unattractive learning media limited to pictures (charts); e. learning that still uses monotonous methods, namely group discussions. Learning is considered effective if it is characterized by a learning process within the student. A person is said to have experienced a learning process when there is a behavior change, for example, from not knowing to knowing, from not being able to being able, from a negative attitude to

a positive one, and from a weak or negative character to a strong and positive character. To ensure optimal control and development of student abilities, teachers must design learning programs that take into account various learning principles that have been proven to be effective (Fikri and Madona, 2018, p. 1).

According to Hakim (2025), there are 3 three types of student learning styles, namely: visual, auditory, and kinesthetic. This visual learning style focuses on sight. Students with a visual learning style find it easier to remember what they see, rather than what they hear. Students with a visual learning style prefer reading rather than having it read to them. The auditory learning style relies on hearing to receive information and knowledge. Students with an auditory learning style find it easier to remember something from what they hear than what they see. Students with an auditory learning style enjoy listening. The kinesthetic learning style enjoys learning that involves movement. Students with a kinesthetic learning style find it easier to learn something by practicing it. Students with a kinesthetic learning style usually have difficulty sitting still for a relatively long time.

Learning strategies that are not supported by appropriate media will be ineffective when applied to classes with low learning motivation. This dilemma will lead teachers to revert to conventional teaching methods, spending more time explaining concepts, and tending to revert to boring lecture methods. Teachers often fall into the trap of teacher-centered learning, where the teacher's role dominates, leading to too much explanation or lecturing rather than learning for the students. One of the causes of this learning is a teacher-centered approach is characterized by a lack of creativity in developing learning strategies and using appropriate learning media

Social studies learning requires students to actively construct meaning or understanding of a concept. Therefore, in the learning process, students are central to the learning process or the main actors, while teachers merely create an atmosphere that encourages student motivation, activity, and creativity in learning. However, in reality, many teachers are still trapped in the old paradigm known as "transfer of knowledge" in contemporary social studies learning. It is estimated that more than 70% of social studies teachers teach using only conventional methods and media such as images. In such conditions, the teacher appears to be the sole source of knowledge. The learning presented tends to be textbook-oriented and unrelated to students' daily lives.

By examining the supporting capacity, infrastructure, and learning situations and conditions at SMP Negeri 2 Dusun Selatan, teachers should be able to understand the basic needs required in the learning process. An educational institution must be able to observe

the varied learning needs of students, the desires of different educational staff, diverse environmental conditions, community expectations, and government policies in the field of education. As an implication, one of the learning implications is the need to strive for a conducive learning environment with a variety of methods and media, so that each student learns happily (Mulyasa, in Pardosi and Sibuea, 2015).

The application of appropriate learning media will provide several excellent opportunities for students to develop positive values, namely: (1) providing opportunities for students to actively engage in the learning process, (2) providing opportunities for students to better reconstruct knowledge, (3) encouraging students to develop their own learning experiences according to strategies they prefer, (4) encouraging students to be more responsible and willing to take risks, and (5) providing opportunities and freedom to express ideas and opinions or listen freely to the ideas of their peers (Sullivan in Ningsih in Pardosi and Sibuea, 2015). The application of multimedia can improve children's memory, shifting from short-term to long-term memory. Multimedia learning is a computer-based learning environment that leverages the flexibility of computers to solve learning problems (Lee and Owens in Mustapa, 2019).

Method

This type of research is Classroom Action Research (CAR). Classroom Action Research (CAR) is a form of reflective research that involves specific actions to improve and enhance classroom learning practices more professionally (Suharsimi, 2008). This research begins with a reflection on the pre-cycle learning outcomes, followed by Cycle I and continuing through Cycle II. The pre-cycle, Cycle I, and Cycle II form an interconnected series. Cycle I represents corrective action based on the reflections on the previous learning, the pre-cycle, while Cycle II represents corrective action based on the reflections on Cycle I. Learning improvement in CAR is carried out through cycles to continuously test problem solutions. The CAR procedure is designed for two cycles, with each cycle conducted in one face-to-face session. Each cycle corresponds to one meeting, with an allocation of two lesson hours or two 40-minute sessions. This Classroom Action Research uses the Kemmis and McTaggart classroom action research design model (Paid, 2010). This model divides one PTK cycle into four stages, namely planning, action, observation, and reflection.

The research was conducted over three months, according to the social studies class schedule. The research activities took place in the second semester of the 2024/2025 academic year, from April to June 2025. The research subjects were individuals who

participated in the study as a means for the researcher to measure the research variables. The subjects in this study were 31 grade VII B students of SMP Negeri 2 Dusun Selatan in the second semester of the 2024/2025 academic year. Of the 31 grade VII B students, 18 were male and 13 were female, with varying levels of ability.

Data collection was conducted during the learning process by the observing teacher (collaborator). The data types could be qualitative, quantitative, or a combination of both. The required data collection techniques included participant observation, observation of classroom activities, descriptions of classroom interactions, and measurement of learning outcomes. Observations of student activity occurred concurrently with the implementation of the learning cycle.

Result and Discussion

The increase in the percentage of activity can be determined by calculating the percentage of each type of activity observed according to the scoring guidelines. The activity criteria are classified into 4: Very Active for a score percentage range of 86-100%, Active for a score percentage range of 71-85%, Fairly Active for a score percentage range of 56-70%, and Less Active for a score percentage <55%.

Table 1. Student activity pre-cycle

No	Criterion	Pre-Cycle	
		F	%
1	Very Active	4	13
2	Active	13	42
3	Active Enough	8	26
4	Less Active	6	19
5	Total	31	100
	Nilai Rata-rata (Mean)	68,9 %	

Based on Table 1, it can be seen that the lowest percentage of activeness achieved by students was 39%, the highest percentage was 96%, and the average was 68.9%. The average activeness of the pre-cycle class was 68.9%; the criteria for activeness were Quite Active, with a grade of C. The results of this analysis illustrate that the pre-cycle students' social studies learning outcomes have not reached the expected target, namely Very Active, with

grade A. Therefore, it is considered necessary to carry out class actions so that learning activity can increase according to the expected target.

Tabel 2. Learning outcome pre-cycle

No	Criterion	Pre-cycle	
		F	%
1	< 70	11	35
2	≥ 70	20	65
3	Total	31	100
4	Mean	72,6	

Based on Table 2, it can be seen that the lowest score achieved by students was 50, the highest score was 100, and the average score was 72.6. The percentage of learning completion was 65% and the percentage of incomplete was 35%. The results of this analysis indicate that the pre-cycle social studies learning outcomes of students have not yet achieved the expected learning success targets or objectives.

Table 3. Learning respond pre-cycle

No	Reaction	Frekuensi	Persentase (%)
1.	Like and happy	8	26
2.	Happy	12	39
3.	Happy enough	3	9
4.	Not happy	8	26
	Total	31	100

Based on Table 3. The results of the Pre-Cycle Learning Response Questionnaire show that 8 people or 26% chose emoji 1 which means that students feel happy and satisfied, 12 people or 39% chose emoji 2 which means that students feel happy, 3 people or 9% chose emoji 3 which means that students feel that the learning is ordinary, and 8 people or 26% chose emoji 4 which means that students feel unhappy.

Cycle 1 is a planned action based on the results of the pre-cycle reflection. The increase in the percentage of activity can be determined by calculating the percentage of each type of activity observed according to the scoring guidelines.

Table 4. Cycle 1 student's activity

No	Student's activity level	Cycle 1	
		F	%
1	Very Active	7	23
2	Active	14	45
3	Active Enough	9	29
4	Less Active	1	3
5	Total	31	100
6	Mean	75,4 %	

Based on Table 4, it can be seen that the lowest percentage of activity achieved by students was 3%, the highest percentage was 100%, and the average was 75.4%. The average pre-cycle class activity was 75.4%, the criteria for active activity with a grade of B.

Table 5. Cycle 1 learning outcome

No	Criterion		
		F	%
1	< 70	5	16
2	≥ 70	26	84
3	Total	31	100
4	Mean	80,3	

Based on Table 5, it can be seen that the lowest score achieved by students was 60, the highest score was 100, and the average score was 80.3, with the criteria of Good. The learning completion percentage of 84% has exceeded the standard score.

Table 6. Cycle 1 learning response

No	Meaning	F	%
1.	Like and Happy	16	52
2.	Happy	13	42
3.	Happy enough	2	6
4.	Not happy	0	0
Total		31	100

Table 6 Results of the Cycle 1 Learning Response Questionnaire shows that 16 people or 52% chose emoji 1, meaning that students felt happy and enjoyed it, 13 people or 42% chose emoji 2, meaning that students felt happy, 2 people or 6% chose emoji 3, meaning that students felt the learning was ordinary, and no one chose emoji 4 or no one was unhappy.

Table 7. Cycle 2 students' activity

No	Criterion	Cycle 2	
		F	%
1	Very active	19	61
2	Active	11	36
3	Active enough	1	3
4	Less Active	0	0
5	Total	31	100
6	Mean	86,3 %	

Based on Table 7, it can be seen that the lowest percentage of activity achieved by students was 68%, the highest percentage was 100%, and the average was 86.3%. The average pre-cycle class activity was 86.3%, the criteria for very good activity. Active with grade A. The results of the analysis illustrate that the results of the Social Studies learning of students in cycle 2 have achieved the target or goal of the expected learning success, namely Very Active with grade A; therefore, the objective of this study is considered to have been achieved.

Table 8. Cycle 2 learning outcome

No	Criterion	Cycle 2	
		F	%
1	< 70	2	7
2	≥ 70	29	93
3	Total	31	100
4	Mean	87,7	

Based on Table 8, it can be seen that the lowest score achieved by students was 60, the highest score was 100, and the average score was 87.7, with the criteria of Good. The

average score with a range of 90 to 100 or the Very Good category with a predicate of A has not yet been achieved. The percentage of learning completion of 93% has exceeded the KKM standard. The percentage of incompleteness has decreased to 7%. The results of this analysis provide an illustration that the learning outcomes of students in cycle 2 of social studies have increased, although not significantly, and still have the potential to be improved again to Very Good with a value range of 90 to 100.

Table 9. Cycle 2 learning response

No	Meaning	F	%
1.	Like and happy	22	71
2.	Happy	9	29
3.	Happy Enough	0	0
4.	Not Happy	0	0
	Total	31	100

Based on Table 9, the results of the Cycle 2 Learning Response Questionnaire show that 22 people or 71% chose emoji 1, which means that students feel happy and enjoy it, 9 people or 29% chose emoji 2, which means that students feel happy, 0 people or none chose emoji 3, indicating that no students felt the learning was ordinary, and no one chose emoji 4, indicating that no one felt unhappy.

Conclusion

Based on the results of data analysis and discussion, it can be concluded as follows; (1) the use of multimedia-based learning media in social studies class VII B semester 2 of the 2024/2025 academic year at SMP Negeri 2 Dusun Selatan is able to increase student activity from pre-cycle by 68.9%, increasing to 75.3% in cycle I, and increasing to 86.4% in cycle II, (2) increasing the average value of student learning outcomes in the pre-cycle by 73.8 increasing to 80 in cycle 1 and to 87.7 in cycle 2, (3) increasing the percentage of classical completeness from 65% in the pre-cycle, increasing to 83% in cycle 1, and increasing to 94% in cycle 2, (4) the results of the questionnaire on student responses to learning in cycle 2 or the end of the cycle, students who responded that they were happy and liked learning were 22 or 71%, and those who felt happy about learning were 9 or 29%.

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