

## Development of Social Studies Learning Module Based on Problem Based Learning with Outdoor Study to Improve Learning Outcomes of 7<sup>th</sup> Grade Junior High School Kesatrian 1 Students

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### Abstract

The main problem of social studies learning in Junior High School Kesatrian 1 is that many students are less interested and feel bored when following social studies learning. This has a direct impact on students learning outcomes. Teaching materials used in learning also do not guide students to solve problems. Therefore, it is necessary to research and develop teaching materials that can guide students to solve problems so that the students' learning outcomes and motivation are increased. The purpose of this research is (1) to analyze the problems of social studies learning in 7<sup>th</sup> grade Junior High School, (2) compiling social studies learning module based on Problem Based Learning with Outdoor Study, (3) analyzing the effectiveness of the results of the development of learning modules based on Problem Based Learning with Outdoor Study. The research approach used is Research and Development. Data collections are including interviews, observation, study of documents, questionnaires and tests. Data analysis of this research includes descriptive data analysis and quantitative descriptive data analysis. The research findings showed that (1) social studies learning in Junior High School Kesatrian 1 showed that many students felt bored following social studies learning which had an impact on low learning outcomes. Teaching materials that are used did not guide the students to solve the problems. (2) The development of learning modules is carried out in seven stages (3) The social studies learning module based on Problem Based Learning with Outdoor Study is effectively used for social studies learning.

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## INTRODUCTION

Social studies learning is fundamentally related to human life that involves all the behavior and needs. Through social studies, students are expected to become democratic and responsible Indonesian citizens and peace-loving citizens (Mulyasa, 2006).

The main goal of Social Studies is to develop the potential of learners to be sensitive with social problems that occur in society, to have a positive mental attitude towards all inequities that occur, and skillfully overcome every problem that occurs every day both that befell himself and the community. This goal can be achieved when social studies lesson programs at school are well organized.

Social studies learning has been good enough, although there are still some students who do not paying attention to learn and feel saturated with certain materials. The main problem that happened in Social Studies lesson in Junior High School Kesatrian 1 is lack of understanding of student towards the social studies lesson.

Social Science learning in Junior High School Kesatrian 1 uses teaching materials in the form of textbooks, students worksheet (LKS), powerpoint slides, as well as specific videos that match the theme of learning. These teaching materials do not guide learners to solve problems and are unable to help learners to be independent in social studies learning. Therefore, teachers consider that the need for another variation teaching materials that are able to attract students in learning social studies.

Based on the condition of social studies learning in the field, it is necessary to research and develop a variation teaching materials for social studies teachers. Another effort that can be done is to develop teaching materials that can guide learners to solve problems independently so that the results and motivation of learners in Social Studies can be improved. The teaching material is a learning module. According to Santyasa (2009) learning that applies the module can increase student motivation because every time

working on a task, it is clearly limited and in accordance with the ability.

The preparation of learning modules should be principled on the model/strategy of learning and compatible with the material/theme taught. One of the learning models that can be used in the module development is Problem Based Learning with Outdoor Study. Problem Based Learning is a learning model that can enhance student learning activities, help students how to transfer new knowledge to understand real-life problems, develop students ability to think critically and develop their ability to adapt to new knowledge and develop students interest in learning (Sanjaya, 2011). Problem Based Learning strategy is very appropriate if in the implementation the student can directly understand the problem and find the solution to the problem directly in the real world. This can be done by applying to learn outside the classroom (outdoor study).

Research on the development of social studies learning module based on Problem Based Learning for grade VII students of Junior High School has been done by Sukarlin (2016). Therefore, in this research, social studies learning module developed based on Problem Based Learning with Outdoor Study.

The purpose of this research are (1) to analyze the problem of social studies learning in 7<sup>th</sup> grade of Junior High School Kesatrian 1 (2) to arrange social studies learning module based on Problem Based Learning with Outdoor Study, (3) to analyze the effectiveness of social studies learning module based on Problem Based Learning with Outdoor Study.

## METHODS

This research uses research and development (R & D) method. The development procedure in this research is done in seven stages: (1) research and information collecting, (2) planning, (3) develop preliminary form of product, (4) preliminary field testing, (5) main product revision (6) operational field testing, (7) final product revisions.

In the phase of operational field testing research design used was the Pretest-Posttest Design Group Design which was divided into two groups, namely the experimental group and the control group. One group is given certain special treatment and one group is controlled in a situation where its influence is used as a comparison. Thus the results of special treatment in the experimental group can be known more accurately so that it can be compared with the results of treatment in the control class.

This research was conducted in Junior High School Kesatrian 1. The reason for choosing the location of the research was to help simplify and focus on the issue. The subjects in this research are the seventh-grade students of Junior High School Kesatrian 1 and social studies on Junior High School Kesatrian 1. Classes used in this research are class VII D as a trial class, class VII C as an experimental class and class VII B as control class.

Data collection in this research is done by interview, observation, document research, questionnaire, and test. Interviews were used to collect data from teachers on learning problems and responses to the application of developed modules. Observations are used to collect data on the implementation of the lessons that teachers do in the classroom. Document studies are used to search for data related to learning problems such as student list scores. Questionnaires are used to obtain information on learning problems and to know the students' responses to the modules developed. Analysis of this research data includes descriptive data analysis and quantitative descriptive data analysis.

## **RESULTS AND DISCUSSION**

### **Problems of Social Studies Learning in 7<sup>th</sup> Grade of Junior High School Kesatrian**

The main problem of social studies learning in Junior High School Kesatrian 1 is many students who are less interested and feel bored in following the learning because the learning process conducted in the classroom tends to use the lecture method. This has a direct impact on the low student learning outcomes.

Teaching materials used in learning do not guide students to solve problems and are unable to help students to be independent in learning. Therefore, it is necessary to research and develop various teaching materials for social studies teachers. One effort that can be done is to develop teaching materials that can guide learners to solve problems independently so that the results and motivation of learners in Social Studies (IPS) can be improved. One of the teaching materials that can be developed is a module.

Modules need to be applied to learning, this is due to several factors. First, the module as one of the type of printed media that is designed to be studied independently by students to be an alternative in a learning. Secondly, the module that has been used has not instilled problem-solving skills, lowers reading interest of learners, has not provided additional knowledge about various problem-solving applications in daily life related to Social Studies learning materials (IPS) (Sugihartono, 2007). Third, the module enables high-speed learners to complete some basic competencies in a relatively quick time compared to other learners (Prastowo, 2011). Fourth, learning by using modules that apply learning strategies so that the learners become active or student-centered while the teacher acts as a facilitator. Fifth, in principle, learning with modules is individual, but there are times when given certain tasks that require students to work together in groups.

Development of learning modules should also be principled on the model/strategy of learning appropriate with the material/theme taught. One of the learning models that can be used in module development is Problem Based Learning with Outdoor Study. Problem Based Learning is a learning model that can enhance student learning activities, help students how to transfer new knowledge to understand real-life problems, develop students' ability to think critically and develop their ability to adapt to new knowledge and develop student interest in learning (Sanjaya, 2011).

Problem Based Learning model is very appropriate when the implementation students can directly understand the problem and find the

solution of the problem directly in the real world. In this research, the module developed is the social studies learning module based on Problem Based Learning with the outdoor study. Learning by using Problem Based Learning with Outdoor Study can develop students' ability to think critically, develop students' ability to adjust to new knowledge, make students happier in learning, make students' minds more relaxed, students will feel more comfortable with outside classroom atmosphere, students are not just sitting and listening to the teachers' lectures, students are more directly involved in learning and students can learn significantly by utilizing the environment.

#### **Development of Social Studies Learning Module Based on Problem Based Learning with Outdoor Study**

The development of social studies learning module based on Problem Based Learning with Outdoor Study is a problem solving from social studies learning problem in 7<sup>th</sup> grade. The development of the learning module is carried out in seven stages: (1) research and information collecting, (2) planning, (3) develop preliminary form of product, (4) preliminary field testing, (5) main product revision (6) operational field testing, (7) final product revisions.

##### **Research and information collecting**

Research and information collecting stage, it aims to identify the problems and needs of the social studies at 7<sup>th</sup> grade Junior High School Kesatrian 1 learning. Based on interviews with teachers, questionnaires of student needs analysis, and observation of learning in the classroom obtained the idea that many students are less interested and feel bored in following the learning because the learning process conducted in the classroom tends to use the lecture method. This has a direct impact on the low student learning outcomes.

Teaching materials used in learning do not guide students to solve problems and are unable to help students to be independent in learning. Usually, teachers use LKS and textbooks from publishers. Therefore, it is necessary to develop

teaching materials that can guide learners to solve problems independently so that the results and motivation of learners can increase.

##### **Planning**

Planning stage, preparations are made relating to the making of the module. Basic competence (KD) chosen in the development of this module is KD 3.3 understanding the concept of interaction between man and space so it can produce various economic activities (production, distribution, consumption, demand, and supply) and interaction between space for economic, social and cultural life Indonesia and KD 4.3 describes the results of the analysis of the concept of interaction between humans and space, resulting in various economic activities (production, distribution, consumption, demand, and supply) and interaction between spaces for the economic sustainability, social and cultural life of Indonesia. The material/theme chosen that is developed into a module is the material of demand, supply, and market price. The selected material is then compiled into the lesson plan (RPP).

The learning strategy chosen in the development module is Problem Based Learning with Outdoor Study. The integration of Problem Based Learning model with Outdoor Study into developed module can give students the opportunity to learn to develop their potential through an act of solving problems and finding a real concept by utilizing the environment.

Material demand, supply, and market price can be used as a real example in studying real problems in the field that can be done also to facilitate students in understanding the concept. The implications of the development of Problem Based Learning based modules with Outdoor Study materials demand, supply, and market prices allow students to interact with the environment so that students are expected to more easily understand the problems that occur significantly.

At the planning stage, module validity instruments were also developed. Indicators used to test the module validity in this research is the

feasibility of content, language, presentation, and graffiti.

#### Development of preliminary product

The initial module draft, in this stage, has started been arranged based on the necessity and planning analysis, and also the appropriateness of the initial module design has been validated. The modules are composed by beginning, core, and cover. The initial or preliminary section consists of cover, preface, table of contents, a short description of module contents, module usage instructions, and concept maps. The core part of the module consists of learning objectives, subject matter, material descriptions, student activity sheets, evaluation, and assessment guidance. The concluding section consists of a material summary, competency test, answer key, bibliography, and author biography.

The draft modules that have been compiled are tested for validity by material and media experts. The results of the module validation assessment obtained an average score of 85.08. These results show that the modules developed in the predicate are excellent and worth using.

#### Preliminary field testing

Preliminary field testing stage, it was conducted to test the product development in a small group of users, namely ten students who aimed to obtain input and suggestions on the product being developed. The results of the initial field trial can be seen that the average module evaluation of ten students is 87.73 so that it falls into the very good category. The results of the initial field trials showed that most students said that the modules developed were interesting, but there were still some shortcomings so that it needed some improvements.

#### Main product revision

Improvements have been made in accordance with suggestions and input from students in the initial field trial stage. The improvement is to add pictures and information to the illustrations in the material description. Every description of the material has been given

a picture so that it is more interesting and facilitates students' understanding. This is in accordance with what was stated by Prastowo (2011) which states that images can support and clarify the content of the material so that it creates attraction and reduces boredom for the reader.

#### Operational field testing

The operational field testing stage was carried out to re-test the products that were developed and find out the feasibility and success of the developed modules. Based on the results of the calculation of the balance test (t-test) the post-test value obtained Sig (2-tailed) = 0,000,  $t_{\text{value}} = 3.946$  and  $t_{\text{table}} = 2.003$ . From the two results of the analysis, it can be concluded that the average value of learning outcomes in the experimental class is higher than the control class or there is a significant difference between the experimental class and the control class due to the application of the developed learning module.

The developed learning module was also tested for its feasibility using a questionnaire distributed to experimental class students. The questionnaire was asked about aspects of the appearance, material, and benefits of the module developed. Based on the results of the questionnaire calculation, the average score for each aspect of module evaluation by students was 85.18 with a very good category. This shows that students give a positive response/response to the social studies learning module based on Problem Based Learning with an Outdoor Study that has been developed.

Interviews with social studies teachers have also been conducted to find out responses regarding the modules developed. From the results of the interview, it is known that the developed module is good because it looks attractive and can increase the activeness and motivation of students in participating in social studies learning. Modules are also considered to be able to increase students independence in learning and facilitate students in understanding the material because it is equipped with illustrations.

#### *Final product revision*

Based on the results of the operational field testing, it is obtained some suggestions/input from the students and teachers to improve and refine the learning module. Advice or input from students and teachers regarding the developed module is a place to write the results of student activity sheets on a less extensive module. The results of the module improvements at this stage can be said as the final product in the process of research and development that is ready to be implemented in the actual learning process at school.

#### **The effectiveness of the Results of the Development of Social Studies Learning Module Based on Problem Based Learning with Outdoor Study**

The results of observation of learning in the classroom using social studies learning module based on Problem Based Learning with outdoor study can be seen that students can learn independently because each student has brought the module and the teacher only acts as a facilitator. In the learning process, the students are also more motivated and eager to learn. This can be seen from the activities of students when there is a discussion and question-answer session are held. When the learning process is done outside the classroom, students seem very enthusiastic and enjoy learning. This happens because the chosen learning strategy is a Problem Based Learning with Outdoor Study.

Problem Based Learning with Outdoor Study is a learning strategy that can enhance student learning activities, help students how to transfer new knowledge to understand real-life problems, develop students' ability to think critically and develop their ability to adapt to new knowledge and develop students' interest to study (Sanjaya, 2011). Learning by using Outdoor Study can make students become happier in learning, making students minds more relaxed, students will be more happy with the atmosphere outside the classroom, students do not just sit and listen to the teacher's lecture, students are more directly involved in learning and students learn in

real terms by utilizing the environment (Husamah, 2013).

Learning conditions like this have direct implications for student learning outcomes. Based on the calculation of the balance test (t-test) the post-test is known that the average of the post-test value of experimental class students is higher and has more significant enhancement than the control class using conventional teaching materials such as LKS and textbooks.

These results indicate that the use of social studies learning modules based on Problem Based Learning with Outdoor Study can improve students' learning outcomes and problem-solving skills. The reasons that support the difference are the use of social studies based learning modules based on Problem Based Learning with Outdoor Study that helps students transfer new knowledge to understand real-life problems, as well as develop students' ability to think critically. Students are also directly involved in learning and students learn in real terms by utilizing the environment so that students' understanding is stronger towards the material.

This is consistent with the results of research conducted by Maulidiyahwanti (2016) by that, Problem Based Learning based on Outdoor Study encourages students to collaborate with other students in solving problems that occur, demanding students to collect relevant information about problems directly in the field and allow students to connect material with real-world situations.

In addition, Lisdayeni (2015), Pistanty, Sunarno, & Maridi (2015), Witarto, Wasino, & Joko Widodo (2013), Fitri Nurhayati, Joko Widodo & Etty Soesilowati (2015), Novi Yuliyanti, Supartono & Sudarmin (2015) Kristianita Sunaringtyas, Sulistyio Saputro, & Mohammad Masykuri (2015) through their research shows that the use of Problem Based Learning and Outdoor Study learning strategies can improve students' interest, problem-solving abilities, and learning outcomes in learning.

## CONCLUSION

Problems that occur in Social Studies lesson in Junior High School Kesatrian 1 are (1) many students who feel bored and less interested in following social studies lesson, (2) low comprehension of student to subject matter of social studies which seen from low of social studies student, (3) use of instructional material less guide student to solve problems and unable to help learners to be independent in learning.

The development of social studies learning module based on Problem Based Learning with outdoor study is implemented in seven stages: (1) research and information collecting, (2) planning, (3) develop preliminary form of product, (4) preliminary field testing, (5) main product revision (6) operational field testing, (7) final product revisions.

The use of social studies learning module based on Problem Based Learning with the outdoor study is effective for social studies learning. It can be seen from the calculation of the balance test (t-test) the post-test is known that the average of the post-test value of students that used social studies learning module based on Problem Based Learning with the outdoor study is higher than the result of students' post-test which uses conventional materials such as LKS and textbooks.

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