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The Effect of Problem Based Learning (Pbl) Model Using Nearpod Media on Students' Learning Outcomes In Class V of Elementary School Pkn Learning

Tinon Mustikarani[1], Bambang Soepeno[2], Singgih Bektiarso[3]
[1,2,3] Pendidikan Dasar universitas Jember, Indonesia
Email: mustikatinon@gmail.com, bambangsoepeno@unej.ac.id, singgih.fkip@unej.ac.id

Abstract

Student learning outcomes are influenced by the PBL approach assisted by Nearpod media. This research methodology is quantitative with an experimental strategy. This study used a nonequivalent control group design pattern in a quasi-experimental research approach. Researchers chose this design in order to use Nearpod media to implement PBL principles. There are two groups, namely the control group that uses the learning model and classroom media as a comparison, and the experimental group that uses Nearpod media as a complement to the PBL paradigm. 50 fifth-grade children from Citrodiwangsan 2 Lumajang Elementary School made up the study's population. They were divided into two classes. There are 25 pupils in class 5A and 25 students in class 5B. Probability sampling combined with random sampling was the method used for sampling in this investigation. The three phases of the research process were the planning phase, the research implementation phase, and the research completion phase. Tests, observations, documentation, and interviews were the approaches used to acquire data for this study. Using the SPSS Version 26 software, the data analysis methods employed in this study included t-tests, homogeneity tests, and normality tests. The Kolmogorov-Smirnov test was used to perform the normalcy test. To ascertain the extent to which the PBL paradigm, aided by Nearpod media, impacted the Civics learning outcomes of grade V students at SD Citrodiwangsan 2 Lumajang, the Shomogeneity test using Leven's statistics, and the t-test employed the independent sample t-test.

Keywords: *Problem Based Learning, Nearpod, Learning Outcomes.*

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Coresponding Author:
Tinon Mustikarani
mustikatinon@gmail.com

1. Introduction

For a nation, education is crucial to raising pupils' level of knowledge (Anis & Wahyudin, 2023). Students can improve their talents through education by going through the learning process (Gulo, 2022). In order to actively develop students' potential for spiritual and religious strength, personality development, self-control, intelligence, noble morals, and skills required by the state, society, and society at large, education is a purposeful and planned endeavor to create a learning environment and learning process (Hardilia et al., 2024). This complies with Law No. 20 of 2003's Article 1 Paragraph 1. Teachers help kids grow intellectually and cultivate moral character in the classroom (Nasution et al., 2022).

One of the disciplines taught in primary school that plays a significant part in fostering Pancasila principles and molding kids into moral, capable, and aware citizens is civics.(Yulianti & colleagues, 2023). Civics has the special ability to inculcate moral values in pupils from a young age, including those that are religious, honest, tolerant, disciplined, democratic, patriotic, environmentally conscious, and responsible (Nyoman and Dewi, 2021). Therefore, a teacher's role is crucial to providing content

and accomplishing learning objectives (Fauzi & Dea, 2022). Civics learning in elementary schools is often considered less interesting and less successful in motivating students. This is because teachers' teaching is still too dependent on textbooks, minimal application of media, less innovative learning approaches, and the content of the elementary school Civics curriculum is too high so that it does not match the abilities of elementary school students.(Hendrizal, 2019). Therefore, an innovative and effective learning approach is needed to improve student participation and learning achievement in Civics subjects.

Learning outcomes are changes in students in terms of knowledge, skills and attitudes after participating in learning to achieve learning objectives through the material that has been studied (Lumbantobing et al., 2024). Adopting suitable learning models, such Problem Based Learning, which gives students the chance to obtain in-depth experience, can enhance learning outcomes (Supiadi et., al., 2023). However, using the wrong learning models can make it more difficult to get the best outcomes (Wirta, 2021). According to the description, engaging learning models and media can be used to enhance learning results.

The PBL model is a learning approach that focuses on solving real-world problems in everyday life (Nugraha et al., 2023). PBL has the advantage that students can learn from problems, expand their knowledge, and gain experience in interacting with groups (Rohmawati et al., 2023). However, the drawback is that not all subjects can apply this model, and some parts require the teacher's active role in presenting material related to problem solving (Salsabila, 2022). The effectiveness of PBL can be increased by using technology-based learning media, such as Nearpod media (Rubian, 2021). Nearpod media can boost student attention, motivation, and learning results while preventing boredom and facilitating comprehension (Wulandari et al., 2023).

Nearpod is an online platform that makes it more interactive between teachers and students.(Pazah et al., 2024). Features in Nearpod such as multimedia presentations, quizzes, surveys, assignments, and virtual field trips, support students' independent learning and increase students' active participation in daily learning.(Aini, 2024). PBL supported by Nearpod media offers significant advantages in modern learning. Students not only solve real-world problems but also learn interactively and deeply through features such as multimedia presentations, quizzes, surveys, assignments and virtual field trips provided by Nearpod. Thus, Problem Based Learning (PBL) is expected to be more effective if supported by Nearpod media that allows for more interactive and in-depth learning.

Low student learning outcomes were found to be caused by a number of factors, including inadequate infrastructure and learning resources, such as small classrooms, limited use of learning media, a lack of learning aids, and inadequate technological facilities to support learning, according to the findings of observations and interviews conducted at schools. In terms of teaching, several teachers expressed difficulties in implementing interesting and effective learning methods, due to limited time and the dense curriculum that had to be delivered. In addition, there were still several students who scored below the KKM. In light of this, educators must adapt their lesson plans and instructional materials to reflect current classroom dynamics. This will increase student motivation and interest in learning and optimize learning results. Researchers suggest using the PBL methodology with Nearpod media as a remedy.

Setiawan (2023) examined the effects of utilizing interactive learning resources on computer assembly materials for class X Computer Network Engineering based on Nearpod application on learning outcomes and student motivation at SMK Budi Karya

Natar. With a large impact size value for learning motivation of 2.908, cognitive learning outcomes of 3.357, and psychomotor learning outcomes of 1.458, the study's findings demonstrated that Nearpod use considerably improved student learning outcomes and motivation. Additional research on the PBL methodology, which uses learning videos and PowerPoint presentations to enhance the scientific learning outcomes of grade VI students at SDN 05 Matesih, was carried out by Wastiti (2022). The study's findings demonstrated that the PBL learning model can enhance science learning outcomes with an 83.3% completion rate at the minimum completion criterion of 75 and learning activities with an average score of 75% (good).

PKn is one of the disciplines taught in schools to help kids develop into people with morality, character, and quality, according to the rationale given above and the findings of multiple research. Teachers may choose to use Nearpod media to support the PBL approach when instructing PKn in the classroom. This model and media provide opportunities for students to gain experience, increase their motivation and learning outcomes through solving real-world problems and the interactive features on Nearpod can support active student participation. Therefore, researchers are interested in conducting a study entitled "The Effect of the Problem Based Learning Model Assisted by Nearpod Media on the Learning Outcomes of Grade V Elementary School Students in PKn Learning".

2. Method

The research methodology used in this study is quantitative with an experimental strategy. This study used a nonequivalent control group design pattern in a quasi-experimental research approach to carry out activities using the PBL model assisted by Nearpod media. This research design consists of two groups, namely the control group who received treatment using the learning model and class media as a comparison, and the experimental group who received treatment using the PBL model assisted by Nearpod media. 50 fifth-grade children from Citrodiwangsan 2 Lumajang Elementary School made up the study's population. They were divided into two classes. There are 25 pupils in class 5A and 25 students in class 5B. Probability sampling combined with random sampling is the sampling strategy used in this investigation. The planning, implementation, and completion phases are the three stages of the research process that is employed. Tests, observation, documentation, and interviews were used in this study to collect data. Using the SPSS Version 26 software, the data analysis methods employed in this study were the normality test, homogeneity test, and t-test. The degree to which the PBL paradigm using Nearpod media influenced the civics learning outcomes of fifth grade pupils at Citrodiwangsan 2 Lumajang Elementary School was assessed using the homogeneity test, which employed Leven's statistics, and the independent sample t-test.

3. Results And Discussion

By using actual problems as the foundation for learning, the PBL model engages students. This promotes participation, problem-solving, and critical thinking. PBL helps students manage assignments, solve difficulties, and enhance their academic performance. An engaging and dynamic learning process requires active student participation. This supports the assertion made by (Yulicanti et al., 2023) that the PBL learning paradigm is founded on constructivism theory and allows students to actively participate in resolving real-world issues. PBL's primary goal is to help students develop their critical thinking and problem-solving abilities so they may autonomously expand their knowledge using sophisticated thought processes, rather than just imparting knowledge.

There are five steps in the learning process using PBL, according to Nazar (2023): 1) Orienting students to the problem; 2) Organize students to learn; 3) Direct individual and group investigations in learning; 4) Develop and present work; 5) Examine and assess the problem-solving process. Student learning outcomes in this study are influenced by assessment

arrangements. Learning outcomes according to Fauqannuri (2021) are the achievement of actions that aim to change behavior through interactions between students, instructors, and the environment. Students can be trained to have a cooperative attitude and achieve high learning results by using the PBL approach with Nearpod's assistance. The PBL model assisted by Nearpod media can be a solution because its learning activities lead to the process of analysis, discussion, and argumentation development supported by the use of digital technology in accordance with the standards of the independent curriculum, according to prior research supported by (Fauziah et al., 2024) titled "The Effect of the Problem Based Learning Model Assisted by Nearpod on Critical Thinking Skills and Geography Learning Outcomes of High School Students". High school students' critical thinking abilities and geography learning outcomes increased as a result of this study, demonstrating that using the PBL model with Nearpod support significantly improved high school students' critical thinking abilities and geography learning outcomes.

This study took pretest and posttest data from fifth grade students of Citrodiwangsan 2 Elementary School, Lumajang. In order to compare pretest results with posttest results as learning outcomes following treatment with the Nearpod media-assisted problem-based learning approach, pretest data was collected to ascertain students' starting ability. Normality tests, homogeneity tests, and independent sample t-tests were then used to assess the collected pretest and posttest data. The following are the research results:

Table 1. Test Result Data in Experimental and Control Classes

Descriptive Statistics

	N	*Range Statistics*	*Minimum Statistics*	*Maximum Statistics*	*Sum Statistics*	*Mean*	*Std. Deviation*
*Pretest*Experiment	25	60	35	95	1560	62.40	13,395
*Posttest*Experiment	25	40	60	100	2015	80.60	10,832
*Pretest*Control	25	45	35	80	1410	56.40	10,460
*Posttest*Control	25	50	45	95	1835	73.40	12,.806
*Valid*N (listwise)	25						

(Source: Processed primary data)

Based on table 1 above, the research on learning outcomes in the experimental pretest obtained an average (mean) of 62.40, N of 25 students, standard deviation of 13,395, sum of 1560, highest value of 95, lowest value of 35 and range of 60. In the experimental posttest, an average (mean) of 80.60 was obtained, N of 25 students, standard deviation of 10,832, sum of 2015, highest value of 100, lowest value of 60 and range of 40. In the control pretest, an average (mean) of 56.40 was obtained from a sample of 25 students, a standard deviation of 10,460, sum of 1410, highest value of 80, lowest value of 35 with a range of 45. In the control posttest, an average (mean) of 73.40 was obtained from a sample of 25 students, a standard deviation of 12,806, sum of 2015, highest value of 100, lowest value of 60 and range of 40. 1835, with a range of 50, the greatest score is 95 and the lowest is 45. The learning outcomes of students in the experimental class differ from those of the control class, according to the data summary. Compared to the control class, the experimental class's value data is higher.

To ascertain whether or not the cognitive learning result data is normally distributed, the researcher uses a data normality test after obtaining the data. The Kolmogorov Smirnov test, which is aided by the SPSS 26 software, is the data normalcy test employed in this investigation. This study's normalcy test employs a significance level of 5% (**q**= 0.05). The test criteria states if the significance value > 0.05, the data is considered normally distributed; if

less data is considered not normally distributed. The results of the normality test for cognitive learning outcomes are shown in Table 2:

Table 2. Normality Test Results

Tests of Normality							
	Class	*Kolmogorov-Smirnov*			*Shapiro Wilk*		
Learning outcomes		*Statistics*	Df	Sig.	*Statistics*	df	Sig.
	Pretest Control Class	.153	25	.133	.975	25	.775
	Posttest Control Class	.115	25	.200*	.971	25	.662
	Pretest Experiment	.131	25	.200*	.976	25	.786
	Posttest Experiment	.138	25	.200*	.964	25	.498

*.This is a lower bound of the true significance.
a. Lilliefors Significance Correction

(Source: Processed primary data)

The findings of the Kolmogorov Smirnov normalcy test on the learning outcome data of students in the experimental and control classes are derived from table 2 above (2-tailed sig. > 0.05). The study's results on student learning outcomes are generally provided in accordance with the decision-making principles. The homogeneity test is employed in this investigation to determine whether or not the data contains distinct variants. The SPSS version 26 software is used to perform the homogeneity test using the Levene Statistic technique. The homogeneity test's judgment criteria state that two groups are not homogeneous if the significance number < 0.05. Both groups are homogeneous if the significance number > 0.05. The outcomes of the homogeneity test computation in table 3 are as follows:

Table 3. Homogeneity Test

Test of Homogeneity of Variance					
		Levene Statistics	df1	df2	*Sig.*
Learning outcomes	*Based on Mean*	.514	3	96	.674
	Based on Median	.486	3	96	.693
	Based on Median and with adjusted df	.486	3	87,345	.693
	Based on trimmed mean	.505	3	96	.680

(Source: Processed primary data)

The posttest results for the experimental and control classes have a significance level of 0.674 > 0.05, based on Table 3 above. The experimental and control class posttest results are the same. This independent sample t-test compares the average learning outcomes of students using the PBL approach with the help of Nearpod media. This independent sample t-test was calculated using SPSS version 26. In conducting a t-test analysis, the variance of the two variables needs to be considered. The homogeneity test's judgment criteria state that two groups are not homogeneous if the significance number < 0.05. The two groups are homogeneous if the significance number > 0.05. Table 4 below displays the findings of the hypothesis testing.

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Table 4. Results of the independent sample t-test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
				T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		f	Sig.						Lower	Upper
Learning outcomes	*Equal variances assumed*	.297	.588	-2.146	48	.037	-7,200	3.355	-13.94	-.455
	Equal variances not assumed			-2.146	46.7	.037	-7,200	3.355	-13.94	-.450

(Source: Processed primary data)

The findings of the independent sample t-test analysis are significant, as indicated by table 4 above. The sig. (2-tailed) value of 0.037 < 0.05 indicates this. Thus, it can be said that classes that use the Nearpod media-assisted PBL approach differ significantly from those that do not.

4. Conclusion

According to the research's conclusions and analysis, the PBL model with Nearpod media support has an effect on the learning outcomes of fifth graders at Citrodiwangsan 2 Lumajang Elementary School. This is indicated by the pretest average score which increased from 56.40 to 80.60 in the posttest. The independent sample t-test hypothesis test which has a Sig (2-tailed) value of 0.037 supports this. According to the decision-making guidelines using the independent sample t-test, Ha is accepted and H0 is rejected if the significance value is <0.05. As a result, the experimental and control classes are significantly different. PBL strategy assisted by Nearpod media has an effect on the cognitive learning outcomes of Civics Civics of grade V students of SDN Citrodiwangsan 02 Lumajang.

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