



EVALUATION OF PROJECT-BASED LEARNING IN SOCIAL SCIENCES LEARNING SUBJECTS IN ELEMENTARY SCHOOLS

Yulfia Nora¹, Ambiyar², Ishak Aziz³

¹ Universitas Bung Hatta, Padang, Indonesia
^{2,3} Universitas Negeri Padang, Padang, Indonesia
¹yulfianora@bunghatta.ac.id

ABSTRACT

The implementation of project-based learning in social sciences learning subjects contains learning material regarding the types of social institutions, religion, economics, and politics. The purpose of this paper is to describe the evaluation of project-based learning in social science learning subjects in elementary schools. The method used is a literature review with a meta-analysis of ten national-indexed journal review results based on the evaluation of project-based learning on learning subjects in elementary schools. The research results were grouped and analyzed based on the evaluation of project-based learning in social sciences learning subjects in elementary schools. The analysis results of a number of research indicate that there are (a) inadequacies of teacher skills in the use of learning models that encourage students in the learning process, (b) inadequate learning media used in social sciences learning subjects, (c) still using conventional teaching method in teaching and learning process so that students do not achieve the results from learning, and (d) insufficient teacher's competence in the implementation of project-based learning in social sciences learning subjects in elementary schools. Through the four results of the evaluation of social sciences learning subjects in elementary schools, Students' independence and discipline can increase so that they can communicate and achieve learning objectives.

Keywords: evaluation, project-based learning, social sciences learning subjects

EVALUASI PEMBELAJARAN BERBASIS PROYEK PADA MATA PELAJARAN IPS DI SEKOLAH DASAR

ABSTRAK

Pelaksanaan pembelajaran berbasis proyek pada mata pembelajaran ilmu pengetahuan sosial memuat materi tentang tipe lembaga sosial, keagamaan, ekonomi, dan politik. Tujuan penulisan ini adalah menggambarkan evaluasi pembelajaran proyek pada mata pelajaran IPS di SD. Penggunaan metode adalah kajian kepustakaan dengan meta-analisis dari sepuluh hasil review jurnal nasional berdasarkan evaluasi pembelajaran proyek pada mata pelajaran di SD. Hasil penelitian tersebut dikelompokkan dan dianalisis berdasarkan evaluasi pembelajaran proyek pada mata pelajaran IPS di SD. Hasil analisis dari sejumlah penelitian menunjukkan bahwa (a) kurang memadainya kecakapan guru dalam penggunaan model pembelajaran yang mendorong siswa dalam proses pembelajaran; (b) kurang memadainya media pembelajaran yang digunakan dalam pemberian mata pembelajaran IPS; (c) masih menggunakan pembelajaran dengan metode ceramah sehingga siswa tidak memperoleh hasil dari pembelajaran; (d) kurang memadainya kompetensi guru dalam penerapan pembelajaran berbasis proyek pada mata pembelajaran IPS di SD. Melalui keempat hasil evaluasi pelajaran IPS di SD dapat meningkatkan kemandirian dan kedisiplinan siswa sehingga dapat berkomunikasi dan mencapai tujuan pembelajaran.

Kata Kunci: evaluasi, pembelajaran berbasis proyek, mata pembelajaran IPS

Submitted	Accepted	Published
29 November 2022	18 Januari 2023	30 Januari 2023

Citation	:	Nora, Y., Ambiyar., & Aziz, I. (2022). Evaluation Of Project-Based Learning In Social Sciences Learning Subjects In Elementary Schools. <i>Jurnal PAJAR (Pendidikan dan Pengajaran)</i> , 7(1), 75-82. DOI: http://dx.doi.org/10.33578/pjr.v7i1.9060 .
-----------------	---	---

INTRODUCTION

The curriculum used in Indonesia is always undergoing improvements. This aims to develop the quality of Indonesian education, whether related to output, process, or input in the implementation of education. The development of science and technology towards quality

education requires the government to take good procedures, one of which is by changing the curriculum. The quality of the 2013 curriculum that was previously implemented was perfected in order to revise Indonesian education for the better so that it is able to find solutions to the

problems it faces. The 2013 curriculum can minimize teacher obligations administratively in teaching (Jannah, 2017).

The problems contained in the 2013 curriculum include (a) the content of the curriculum which shows a lot of learning material and has difficulties that are not in accordance with the developmental level of the student's age; (b) the curriculum does not yet contain skills that are relevant to national education goals; (c) maturity of behavior, skills and knowledge; (d) skills that require character education, active learning methods, competency balance, and entrepreneurship that have not been accommodated in the curriculum; (e) the curriculum does not contain responses to social changes that occur at the local, national or international levels; (f) evaluation standards do not yet refer to evaluations that contain skills (processes and results) and do not contain remedial in each lesson. Thus the 2013 curriculum requires a more detailed curriculum file so as not to trigger ambiguous meanings (Nasution, 2017).

Several inhibiting factors were found in social studies learning, including (1) most of the teachers did not yet have adequate competence in applying learning models that could motivate students to learn; (2) inadequate learning media that have an impact on the social studies learning process and do not use information technology in each subject; (3) the learning process still uses the lecture method; (4) in the process of implementing the implementation of the 2013 curriculum, teachers have not obtained sufficient competence so that they cannot properly understand the concept of the 2013 curriculum (Mulyasa, 2014).

In the 2013 curriculum, the government determines the National Education Standards which become a reference for the basic concepts and structure of the curriculum, syllabus, and Curriculum Implementation References. While each education unit is the same as the 2006 curriculum except for documents, such as the syllabus for each lesson that has been prepared by the government, the teacher is given the task and responsibility of rearranging the lesson plan units. The syllabus can be used as a benchmark

for teachers in preparing lesson plans. Changing aspects of curriculum management can be optimized for the ability of institutions in society, both in educational institutions under the auspices of the government, the community or the private sector. The prerequisites for determining the type of curriculum are (a) the curriculum is developed according to the interests and talents of students; (b) the curriculum relates to regional characteristics, such as natural resources, economy, tourism, and socio-culture which are enhanced through the utilization of community economic enterprises; (c) learning focuses on developing skills in learning that are applied thoroughly to each subject; (d) the type of skills is determined by the program manager which involves students, parents, the community, work partners and stake holders. In other words, the curriculum is based on abilities in an effort to fulfill students' basic skills as individuals and society. This definition is related to the content and learning process, namely the readiness of students in completing knowledge, behavior, skills and definitions related to the use of opportunities (Setiadi, 2016).

The characteristics of the Social Sciences subject according to the Ministry of National Education are that students are given direction, guidance, and assistance to become good Indonesian citizens. This is a barrier for communities affected by global change. Teachers want to acquire knowledge so as to get achievements in learning. However, the intended wishes and expectations should be able to adapt to the teacher's creativity in applying teaching models that are relevant to the provisions of learning materials and student characteristics. The application of character-based learning in the 2013 curriculum, namely (a) skill-centered learning, maintaining aspects of the desire to focus on behavior, skills, and knowledge; (b) character education that is integrated into every lesson and is reflected in KI-1 and KI-2; (c) constructivism learning, inquiry learning, discovery learning, problem based learning, project based learning; (d) the scientific (scientific) learning approach applies the scientific method which includes observations to formulate temporary conjectures or data

collection so that students can be involved in the learning process (Gunawan, 2021).

The results of several reviewed articles state that: (a) teachers have not prepared project-focused learning; (b) involving students to do remedial does not optimize the value of learning in class; (c) the tendency of passive learning in the classroom; (d) ineffective communication in learning (Fauziah, 2016).

LITERATURE REVIEW

Since 1921, the development of social studies at the primary and secondary education levels related to social sciences and educational sciences has been carried out by the National Council for the Social Studies (NCSS). During its development, NCSS stated that social science is the core of the curriculum (Sapriya, 2017). Another definition put forward by the NSCS states that social studies is a social science and humanity for developing people's skills. The unification of various social sciences, such as anthropology, archeology, economics, geography, history, law, philosophy, political knowledge, psychology, religion, mathematics, and natural sciences helps to improve people's skills in developing the next generation who are capable of making decisions as a democratic society and cultural differences in education

The development of this definition has an impact on the development of IPS (Social Science) in Indonesia. Since 1975, Social science is one of the subjects in primary and secondary education in Indonesia. IPS subjects are a blend of history, geography, economics, and other social science subjects. Another opinion states that IPS is an organized science whose development is through the content of social and psychological sciences to achieve educational goals.

Social studies learning objectives are for students to have skills in thinking logically and critically in providing understanding based on a foundation related to social interaction, developing social life, and preventing social problems. In detail, the objectives of this lesson are (1) to be able to make students understand the foundations related to society and conditions; (2) have basic skills in thinking logically and

critically, being curious, solving problems, and proficient in social life; (3) having agreement and awareness of social values; (4) have skills in interacting, collaborating with the wider community.

The scope of social studies focuses on developing cognitive, affective and psychomotor skills that students need to be virtuous and have awareness as a society that has many cultures. The scope of social science includes social, economic, and cultural behavior in society based on space and time. Therefore, society is used as an object in social science. The scope of social sciences in SD (Elementary School) includes material related to society and social phenomena related to social events in community life. Thus, social studies learning is given to students in order to increase students' knowledge about all social phenomena, understanding related to space and time and social interaction.

Social studies learning model is a method derived from the scientific model. In its application, the learning design is supported by learning models, namely problem-based instruction, project-based learning, inquiry and discovery. Each model has a goal that is based on the learning syntax (Putra et al., 2021). Therefore, teachers should be able to implement all learning models in order to achieve learning targets that vary in class. The selection of learning models begins with the study of specific targeted characteristics, materials, students, and learning conditions, as well as the teacher's skills in managing and managing classroom conditions. Next, the selection of the learning model by the teacher is accommodated as a special feature. In addition, teachers can create and develop their own learning models.

The selection of learning models of discovery learning, project-based learning, or problem-based instruction as scientific application in learning requires careful assessment in accordance with the special characteristics of skills and learning activities (Zakiah et al., 2020). Choosing a learning model needs to consider the special characteristics of knowledge that is enhanced conceptually and procedurally. Knowledge of facts and concepts can use the discovery model, while procedural

knowledge can apply projects and problems. The special characteristics of skills are included in the basic competencies of KI-4. Invisible skills can use discovery learning and problem-based learning, while visible skills apply project-based learning. Choosing the three models in question can develop behavior, religious attitudes, and social attitudes.

REASERCH METHOD

This method in this study is a literature study with a meta-analysis to identify ten articles in national journals. Then for the analysis to be carried out, such as the following method (1) the process of evaluating project learning in social studies subjects in elementary schools using the same google search engine with the research theme of ten articles in national journals; (2) each article is categorized by providing a code to group according to the indicators of this study, namely the evaluation of project learning in social studies subjects in elementary schools; (3) each article is analyzed with project learning evaluation indicators in social studies subjects in elementary schools and summed up the dominance of the use of the project learning evaluation process in social studies subjects in elementary schools used in national journal articles; (4) the predominance of the use of project learning evaluation is linked to implications for the discussion and conclusion of each article; (5) the results of dominance are spelled out and elaborated to make a difference in this study. (6) the calculation is displayed by creating a table containing the name of the researcher, the year of study, the study's title, the use of the internalization process, and the method used. The six stages of analysis were used as benchmarks and performance in this study

(Argaheni, 2020; Moher et al., 2010); (Alanoglu, 2021); (Rosyada & Retnawati, 2022).

RESULTS AND DISCUSSION

In the Curriculum 2013, social Sciences learning model includes inquiry learning, discovery learning, problem-based learning, and project-based learning. The evaluation of project learning is based on the project-based learning model in social studies learning because this research is a refinement of previous research (Nuryati et al., 2020). The project-based learning model is a problem-based learning model in part of the initial procedures in collecting and integrating knowledge based on experience in carrying out activities. Through project-based learning the inquiry process raises questions that projects raise questions that direct students to collaborative projects that are integrated through material in the curriculum. Project based learning is the identification of a theme; this is part of the student's efforts (Suherlan, 2019) .

Project-based learning has characteristics, such as (1) students make decisions in making frameworks; (2) there are problems or obstacles given to students; (3) students design processes in determining solutions to the problems found; (4) evaluation process for continuous activities; (5) students carry out reflections on activities that have taken place; (6) learning activities are carried out and evaluated qualitatively; (7) learning conditions have flexibility towards errors and changes. The teacher's role in project-based learning should be used as a facilitator, trainer, adviser, in optimizing learning outcomes by increasing students' imagination, creation and innovation .

The steps in project-based learning are seen in table below:

Tabel 1. The steps in project-based learning

Step in Project based Learning	Information
Determining the basic questions	Carried out by starting with asking important questions such as questions that can provide students with the implementation of activities. Taking themes that are relevant to students is done in this step
Designing the project plans	Carried out in collaboration between teachers and students. Students are able to have the project in question. Planning contains the procedures for activities in implementing the project.

Scheduling	Teachers and students prepare a schedule for Project implementation activities. These activities include (a) developing a project implementation framework; (b) setting project management targets; (c) directing students to make new plans; (d) directing students in making those that have no relevance to the project; (e) asking students in making to explain about choosing a strategy.
Monitoring the progress of project	The teacher has responsibility for controlling student activities in completing the project using the assessment recorded by the teacher
Testing the results	Evaluation is carried out in measuring target achievement skills, evaluating progress for each student, providing feedback on student understanding, and supporting teachers in preparing further learning models
Evaluating the experience	The teacher reflects on the activities and results of the projects that have been carried out. At this step, students can express their experiences in completing projects. The teacher and students increase the discussion to revise the teacher's duties and responsibilities during the lesson so that they find new findings. In project-based learning the teacher functions as (a) designing learning; (b) making learning models; (c) teacher and student communication; (d) find student excellence; (e) evaluation of student work portfolios. While the student's function in project-based learning includes (a) the use of students' skills in expressing questions and thinking; (b) carry out simple research; (c) add new knowledge; (d) perform good time management; (e) conducting learning in groups; (f) apply the results of learning through action; (h) carry out social interactions (interviews, surveys, and observations).

Evaluation of project-based learning is carried out holistically towards behavior, knowledge, and skills during learning. Evaluation focuses on tasks and responsibilities and is completed in accordance with a predetermined time. The duties and responsibilities are in the form of identification based on plans, data collection, organization, data processing, and data display. Project evaluation is used to gain understanding, skills in application, skills in identifying, and skills in providing student information in each lesson.

In project evaluation there are several criteria that must be met, they are (a) skill in managing; (b) students' skills in selecting themes, obtaining information, and managing data sets, and writing reports; (c) the relationship to each lesson, taking into account the steps in knowledge, understanding, and skills in learning; (d) originality carried out by students is the fruit of work by taking into account input in the form

of assistance for student projects. Project evaluation is carried out starting from planning, implementation, up to the project. Thus, the teacher must determine the things or steps that need to be assessed, such as designing, collecting data, reviewing data, and writing reports. The report is the result displayed in the form of a poster. The application of evaluation can be used as a medium in evaluation in the form of an evaluation scale (Ciftci, 2015).

Project-based learning requires a scheme in holistic learning in which student learning conditions require design so that students can carry out investigations of problems, including material on a subject, and carry out tasks and responsibilities that have different meanings. In general, project-based learning requires a number of procedures and time, not only a series of face-to-face classes, as well as collaborative group learning. The project focuses on product improvement, in general students carry out

activities, organize learning activities in groups, carry out studies, find solutions to problems found, and formulate information (Widiana et al., 2021). The implementation of project based learning can be experienced by students in learning referring to constructivism. Students get opportunities to find information through reading from books, making presentations made by others, interacting with other people about the results of activities, working together in groups, and giving ideas and ideas to others in every other activity (Agustina & Naphiah, 2021).

From the results of the description above, it can be concluded that the project-based learning model is a learning model that can make students work together in groups. Project based learning requires students to be able to produce scientific work that is presented, so that students can be involved in groups and develop a responsible attitude towards their groups (Ibret et al., 2013).

There are several advantages of this model, explained as follows.

- 1) Has properties that can be integrated with the curriculum so that it does not require any notes in its application.
- 2) Student involvement can be applied to practice independence and discipline.
- 3) Students work together with groups to find solutions to the problems they face.
- 4) Requires technology to discover, collaborate, and communicate to achieve learning goals.
- 5) Developing teacher cooperation in designing and implementing things inside and outside the project.

The benefits of project-based learning are contained in Permendikbud no.58 of 2013 concerning Core Competencies, Basic Competencies, and the elementary school curriculum, which is a model that can develop skills in terms of (a) asking questions, finding and identifying information visually; (b) making research plans; (c) demonstrate independence in the reconstruction of information; (d) sharing knowledge with others, working together in achieving goals, and recognizing one's superiority in the projects undertaken; (e) make intellectual and social necessary in solving problems. The advantage of the project-based learning model is that it can develop student activities to find

solutions to the problems faced, analyzed, created, and presented based on their learning experiences. In addition, being able to make lessons produce scientific papers and present them in class (Ibret et al., 2013).

As for the drawbacks of the project based learning model, they are

- 1) Inadequate in increasing student activities to find solutions in implicate skills in terms of analysis teams, and presentation of learning products based on student experience.
- 2) It takes time to solve problems.
- 3) Requires mobilization to create a safe and comfortable atmosphere in the classroom.
- 4) Requires supporting facilities.
- 5) Students have difficulty in gathering information.
- 6) Requires the activeness of students in working together in groups.
- 7) Requires a thorough understanding when given different material for each group.

The results of Lestari's research (2021) state that through the application of a project-based learning model it can motivate students in learning, especially social studies learning so that participants obtain scores above the KKM, namely 85-95. As for the results of Lestari's research, it mentions the steps in the project-based learning model in social studies subjects at MTS (Islamic High School), namely (1) project-based learning model design; (2) preparing students; (3) determining the achievement of project completion which begins with the preparation of a schedule of activities in project implementation; (4) application of project-based learning models; (5) supervision of the development process of the project; (6) and presentation of project work results. While the results of the evaluation of the project-based learning model are (1) mastering the material which consists of three stages, namely obtaining information; (2) transforming information by analyzing form conceptually; (3) Establishment of groups and dividing assignments to students based on groups which are divided into personal groups which are carried out independently by providing guidance to students to interact with classmates; (4) Guiding students in carrying out evaluations to carry out

assignments; (5) guiding students to evaluate their assignments (Lestari, 2021).

Other research states that the evaluation of project-based learning in Social Sciences subjects uses the CIPP evaluation model. Its implementation refers to context, input, process, and product. Based on the results of Dahono's research (2017) it strengthens that this model contributes to the improvement and effectiveness of students in social studies learning. In addition, the selection of learning models is expected to make teaching with various fields of teacher expertise through the project-based learning model and the CIPP program evaluation model (Dahono, 2017).

Rosyid, Ali, and Mulyono's research (2018) states that the evaluation of thematic learning in social studies learning produces products in the form of social studies learning designs that are determined according to learning targets, determining themes, creating theme networks, and making lesson plans. The application of learning is carried out with initial activities, core activities, and final activities using a scientific approach. Meanwhile, the evaluation process penetrates into the cognitive, affective, and psychomotor domains which can monitor the performance that students produce (Rosyid et al., 2018).

CONCLUSIONS AND RECOMMENDATION

The results showed that the evaluation of project learning in social studies subjects in elementary schools was developed in accordance with the characteristics of the 2013 social studies curriculum in elementary schools and according to the learning model applied, such as the project-based learning approach. The results of the evaluation of project learning on social studies subjects in elementary schools can increase student independence and discipline so that they can communicate and achieve learning goals.

REFERENCES

Agustina, W., & Naphiah, S. (2021). Project Based Learning with Peer Instruction Flipped Classroom Design to Improve Critical Thinking Skills and Science

Literacy. *PAJAR (Pendidikan Dan Pengajaran)*, 5(2), 442–448.

Alanoglu, M. (2021). *Reviewing Program Evaluation: Formative and Summative Evaluation Approaches* (M. Alanoglu, Ed.; 1st ed.). Yıldız Teknik Üniversitesi Davutpaşa Kampüsü Esenler.

Argaheni, B. N. (2020). Sistemik Review: Dampak Perkuliahan Daring saat Pandemi Covid-19 terhadap Mahasiswa Indonesia. *Jurnal Ilmiah Kesehatan Dan Aplikasinya: PLACENTUM*, 8(2), 99–108.

Ciftci, S. (2015). The Effects of Using Project-Based Learning in Social Studies Education to Students' Attitudes towards Social Studies Courses. *Procedia: Social and Behavioral Science*, 186(2015), 1019–1024.

Dahono, C. A. (2017). *Evaluasi Pembelajaran berbasis Proyek pada Mata Pelajaran Ilmu Pengetahuan Sosial Menggunakan Model CIPP di MTS Negeri Jember III*. Universitas Jember.

Fauziah, Siti. (2016). Kesantunan sebagai Kajian Sociolinguistik. *Al-Munzir*, 9(2), 452–471.

Gunawan, R. (2021). *Pendidikan IPS: Filosofi, Konsep, dan Aplikasi*. CV Alfabeta.

Ibret, U. B., Recepoglu, E., Karasu, E., & Recepoglu, S. (2013). Evaluation of the Project Studies in social studies course of secondary schools in Turkey. *Educational Research and Reviews*, 8(22), 2176–2186.

Jannah, H. (2017). Pengembangan Kurikulum (Teori dan Praktik). In *Kurikulum 2013* (pp. 1–388). Pustaka Nurja.

Lestari, G. A. (2021). Implementasi Model Pembelajaran berbasis Proyek pada Mata Pelajaran IPS di MTS. Negeri 1 Jember Tahun 2019/2020. *HERITAGE*, 2(1), 33–49.

Moher, D., Liberati, A., Tetzlaff, J., & Altman, D. G. (2010). Preferred reporting items for systematic reviews and meta-analyses: The PRISMA statement. *International Journal of Surgery*, 8(5), 336–341. <https://doi.org/10.1016/j.ijsu.2010.02.007>

- Mulyasa, H. E. (2014). *Pengembangan dan Implementasi Kurikulum 2013* (S. A. Wardan, Ed.; 4th ed.). Remaja Rosdakarya.
- Nasution, R. (2017). Pendidikan Islam dalam Dinamika Perubahan Sosial. *As-Salam*, 1(3), 119–129.
- Nuryati, D. W., Masitoh, S., & Arianto, F. (2020). Pengaruh Project Based Learning Terhadap Kreativitas Peserta Didik di Masa Pandemi. *Educate : Jurnal Teknologi Pendidikan*, 5(2), 98–106. <https://doi.org/10.32832/educate.v5i2.3375>
- Rosyada, N. M., & Retnawati, H. (2022). Elementary school: A review of evaluation selementary school: A review of evaluations. *AIP Conference Proceedings*, 1–9.
- Rosyid, Z. M., Ali, N., & Mulyono. (2018). *Evaluasi Pembelajaran Tematik pada Mata Pelajaran IPS (Studi Multi Kasus di SD Plus Nurul Hikmah Kabupaten Pamekasan dan SDN Pademawu Timur 2 Kecamatan Pademawu Kabupaten Pamekasan) Kausus*. UIN Maulana Malik Ibrahim.
- Sapriya. (2017). *Pendidikan IPS Konsep dan Pembelajaran* (8th ed.). Remaja Rosdakarya.
- Setiadi, H. (2016). Pelaksanaan Penilaian pada Kurikulum 2013. *Jurnal Penelitian Dan Evaluasi Pendidikan*, 20(2), 166–168.
- Suherlan, E. (2019). Pengaruh Perbandingan antara Model Pembelajaran Direct Instruction dengan Model Project Based Learning terhadap Hasil Belajar Backhand pada Siswa kelas IV SD Negeri CIPAKU Kecamatan Sukaraja. *PAJAR (Pendidikan Dan Pengajaran)*, 3(5), 1–7.
- Widiana, W. I., Tegeh, M., & Artanayasa, W. I. (2021). The Project based Assessment Learning Model that Impacts Learning Achievement and Nationalism Attitudes. *Cakrawala Pendidikan*, 40(2), 389–401.
- Zakiah, N. E., Fatimah, A. T., & Sunaryo, Y. (2020). Implementasi Project-Based Learning Untuk Mengeksplorasi Kreativitas Dan Kemampuan Berpikir Kreatif Matematis Mahasiswa. *Teorema: Teori Dan Riset Matematika*, 5(2), 286. <https://doi.org/10.25157/teorema.v5i2.4194>