

Implementation of Problem Based Learning (PBL) Learning Model Assisted by Audio Visual Media to Improve Results Learning IPAS in Grade IV Students of SD Inpres 1 Tondo



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ABSTRACT: This research aims to improve the learning outcomes of Natural and Social Sciences (IPAS) in grade IV students of SD Inpres 1 Tondo through the implementation of the Problem Based Learning (PBL) learning model assisted by audio visual media. The background of this research is the low student learning outcomes caused by the lack of variety of learning models, the lack of media use, and the lack of active participation of students in the learning process. This research uses the Classroom Action Research (PTK) method which is carried out in two cycles, each consisting of planning, implementation, observation, and reflection stages. The subjects of the study were 24 grade IV students consisting of 8 males and 16 females. Data was collected through learning outcome tests, observation of teacher and student activities, and documentation. The results showed a significant increase in student learning outcomes. In the pre-action, the percentage of classical completeness only reached 37.5% with an average score of 56.25%. After the implementation of the PBL model assisted by audio visual media, the percentage of completeness increased to 58.33% in cycle I and 83.33% in cycle II, with an average score of 67.70% and 81.04%, respectively. In addition, student and teacher activities also increased, achieving very good criteria in cycle II. Thus, it can be concluded that the PBL learning model assisted by audio visual media is effective in improving the learning outcomes of IPAS students in grade IV of SD Inpres 1 Tondo. This research provides important implications for educators to implement innovative learning models that actively engage students and utilize engaging learning media.

KEYWORDS: Problem Based Learning (PBL), audio-visual media, learning outcomes, IPAS, elementary school.

INTRODUCTION

Learners who are actively involved in the learning process show behavioural changes as a result of the teacher's deliberate efforts to support their learning. As a result of the efforts made, this modification includes the development of new talents that persist for a relatively long time (Nurlaelah & Sakkir, 2020). In essence, learning is an effort to help students in their learning process so that they can use the idea of independent learning to achieve the desired results (Ariyana et al., 2020). Students' character and basic knowledge are significantly shaped by their primary school education. Learning is a dialogue between teachers and students with the aim of improving each other's knowledge of science. Today's students need instruction that actively engages them in the development of their ideas while still providing direction from the instructor (Prasetyo & Kristin, 2020). Learning encompasses all the efforts that teachers make to help students go through the learning process.

Science learning is a subject that has the purpose of science literacy to study more complex natural and social sciences in junior high school (Purnomo et al., 2024). Social studies learning is learning that develops inquiry skills, understanding oneself and its environment that develops its knowledge and concepts in learning (Septiana & Winangun, 2023). Based on the results of observations in grade IV of SD Inpres 1 Tondo, students' learning outcomes in IPAS learning are still low, with many students who seem less enthusiastic and less actively involved in both asking and answering in learning activities. In addition, in the implementation of learning, students tend not to like too much material, memorization and reading materials, and limited learning media so that students seem difficult to understand the material without the availability of media. This is often due to learning models that are less varied, less engaging, and less actively engaged students. Learning that focuses on lectures and reading material without direct involvement from students, makes them feel bored and less stimulated to learn deeper. Then, the lack of use of interesting learning media, such as pictures, graphs, or other visual aids, which can improve students' understanding of the subject matter. This is what makes students sometimes bored in learning and will have an impact on student learning outcomes.

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Alternative solutions are needed to address learning problems, as shown by the overview of the problem above. One way to overcome this is to choose the appropriate learning model to teach the material to students. Teachers must choose the best learning model to teach the topic to students, which is the Problem-Based Learning (PBL) paradigm, which is often known as problem-based learning. The learning approach known as Problem-Based Learning (PBL) was created specifically for controlled learning experiences to incorporate inquiry and problem-solving, especially problems related to daily life.

According to Khaesarani (2021), the Problem Based Learning (PBL) approach is a series of learning activities that are centered on solving challenges in the real world. Because the problem-based learning model is so closely related to the students' daily lives, students can directly relate to the problems they are learning and their learning is not solely dependent on the teacher. In the Problem Based Learning (PBL) approach, the teacher's job is to provide problems to students, ask questions, and assist students in doing learning assignments. Students can learn critical thinking and problem-solving skills as well as subject-specific knowledge and concepts by using the real world as a setting in the Problem Based Learning learning model (Salsabila et al., 2020). Students can actively participate in interpreting the learning materials used in the classroom and gain hands-on experience in solving problems related to daily life through the Problem Based Learning learning model activities (Prasetyo & Kristin, 2020). In addition, the use of educational media to improve the learning process can be a useful strategy. Audio-visual media is a type of learning media that can be used to improve the educational process. Audio-visual media involving the senses of sight and hearing is a combination of visual media with image elements and audio media with sound aspects (Aryani & Rodiyana, 2021). The use of audio-visual media has the advantage of being acceptable as a teaching material to reduce the tendency to feel bored and bored due to monotonous learning. In addition, it can change the learning atmosphere to be more enjoyable and provide a learning experience that cannot be learned in person. Through the simultaneous display of images and sounds, students can better understand what the teacher wants to convey (Saputro et al., 2021).

Based on the description above, the researcher is interested in conducting research on the implementation of the Problem Based Learning (PBL) learning model assisted by image media to improve students' social studies learning outcomes. Therefore, the author raised the title, namely "Implementation of the Problem Based Learning (PBL) Learning Model assisted by audio visual media to improve the learning outcomes of IPAS in grade IV students of SD Inpres 1 Tondo".

LITERATURE REVIEW

To acquire knowledge and concepts through the application of critical thinking skills in problem solving, the Problem Based Learning (PBL) learning model utilizes real problems, such as challenges that are often encountered in everyday situations (Novi et al., 2021). One way of looking at the Problem Based Learning (PBL) model is as a learning approach that encourages students to solve problems and is expected to motivate them to learn. Rohmah (2022). The PBL learning model is one of the active learning techniques according to Hijri (2020), because it can change students' thinking skills through a methodical learning process so that students can develop and improve their thinking skills to the maximum. Meanwhile, PBL is a learning model that, according to Setyo et al. (2020), provides students with various real problems that can be used as sources and means of learning in an effort to provide experience in developing critical thinking skills without sacrificing knowledge or concepts that are the focus of their education.

Audio-visual media is an intermediate media that combines sound and visual elements. The sound and visual components work together to form a complete unity (Salsabila et al., 2020). The learning process is greatly helped by audio-visual media, which is visual-based material (images or metaphors) that can improve memory and understanding (Sari & Muassomah, 2020). Media that displays sound and visual elements is called audio-visual media, these two components work together to provide greater potential for audio-visual media (Susanti & Apriani, 2020)

According to Utomo & Suwito (2017), "learning outcomes are the abilities that students have after they receive their learning experience". Nasution (Bustan), stated that learning outcomes are a change that occurs in the individual who learns, not only a change in knowledge, but also to form skills and appreciation in the individual who learns. Learning outcomes are the basis for measuring and reporting students' academic achievement, and are key to developing more effective learning designs that have alignment between what students will learn and how they will be assessed. As a final product of the learning process, learning outcomes are considered to be able to show what students have known and developed (BK & Hamna, 2023).

Social studies is a branch of science that studies the universe and its contents, as well as the events that occur in it (Retno, 2022). Dwiyantri et al. (2023), stated that learning social studies is important for students because it is expected to help them understand themselves, love nature, and be able to preserve the environment. Thus, social studies learning is not only an obligation in elementary schools, but also has an important role in shaping students' character and understanding of the surrounding environment.

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RESEARCH METHODS

This study uses the Classroom Action Research (PTK) approach. The selection of this design was based on the aim of in-depth study of the application of the Problem Based Learning (PBL) model in improving student learning outcomes in science subjects in grade IV of SD Inpres 1 Tondo. By using the PTK design, researchers can observe and analyze changes in the learning process systematically, as well as reflect and continuously improve learning practices. Nurlaelah & Sakkir (2020), stated that PTK is a form of research carried out in the classroom through certain actions to improve the teaching and learning process and increase student motivation and learning outcomes. Meanwhile,

This research was carried out at SD Inpres 1 Tondo, Palu City, in the 2024/2025 school year. The subjects of the study were 24 grade IV students, consisting of 8 male students and 16 female students. The implementation of the research is carried out through two cycles each consisting of four stages, namely planning, implementation of actions, observation, and reflection, as developed by Kemmis and McTaggart. In the planning stage, the researcher compiled learning tools such as teaching modules, audio-visual-based learning media, teacher and student observation sheets, and test instruments. The researcher also coordinates with collaborator teachers and peers as observers. The stage of implementing actions is carried out by researchers by applying the PBL learning model in accordance with the scenarios that have been prepared. During the implementation of learning, observations were made of the activities of teachers and students using observation sheets. Reflection is carried out to evaluate the effectiveness of the actions taken and determine improvement steps in the next cycle.

The types of data collected in this study consist of quantitative and qualitative data. Quantitative data was obtained from the results of student learning tests through pre-tests and post-tests. Meanwhile, qualitative data was obtained from observation of teacher and student activities as well as documentation of the learning process. The data sources in this study came from primary data, namely grade IV students of SD Inpres 1 Tondo, the results of observation of learning activities, and the results of the students' IPAS test. The data collection techniques used in this study include learning outcome tests, observations, and documentation. The learning outcome test was used to measure students' understanding of IPAS material before and after the implementation of the PBL learning model assisted by audio visual media. Observations are carried out to assess the activities of teachers and students during learning, while documentation is used as complementary data in the form of photos of learning activities. Data processing and analysis is carried out through quantitative and qualitative approaches. Quantitative data were analyzed by calculating the percentage of individual absorption using the formula:

$$\text{Percentage of individual absorbency} = \frac{\text{Student score}}{\text{skor maksimum}} \times 100$$

The score obtained is divided by the maximum score multiplied by one hundred percent. Students are said to have completed their individual learning if the percentage of absorption reaches at least 70%. To determine the completeness of learning in a classical way, the formula of the number of students who complete is divided by the number of all students multiplied by one hundred percent.

$$\text{Classical} = \frac{\text{achieved mastery}}{\text{Total students}} \times 100$$

The class is said to be classically complete if at least 75% of students achieve a score of ≥ 70 . Meanwhile, qualitative data was analyzed descriptively by paying attention to the activities of teachers and students during the learning process based on observation sheets and supporting documentation.

The research instruments used included written tests, teacher activity observation sheets, and student activity observation sheets. The test consists of multiple-choice questions and descriptions designed to measure students' understanding of science concepts. The teacher's activity observation sheet was used to assess the implementation of learning with the PBL model, while the student activity observation sheet was used to assess the level of student participation during the learning process. The indicators of the success of this research are divided into two, namely the process and the results. In terms of the process, learning is declared successful if at least 80% of the learning steps in the teacher's activity sheet are carried out well, and at least 80% of students show activeness during learning based on observation sheets. In terms of outcomes, learning is said to be successful if at least 75% of students obtain a score of ≥ 70 on the post-test, in accordance with the Learning Objective Completeness Criteria (KKTP) set by the school.

RESULT

This research was carried out in May 2025, the results of this research are divided into two stages, namely the results of pre-action, the results of the implementation of the action, and the details of each of the research results are as follows.

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Pre-action results

Before conducting research at SD Inpres 1 Tondo, precisely on Friday, May 9, 2025, the researcher first met with Mrs. Satria, S.Pd., M.Pd as the principal of SD Inpres 1 Tondo. In this meeting with the principal, the researcher conveyed the purpose and purpose of wanting to conduct research in grade IV of SD Inpres 1 Tondo. Then the principal gave permission to the researcher to conduct research at the school. In addition, the principal gave the researcher the opportunity to meet directly with Mr. Harianto, S.Pd as the homeroom teacher of grade IV, to discuss matters related to the preparation and implementation of research, and could help and facilitate the research process carried out by the researcher. This research was conducted to improve the learning outcomes of social studies by applying the Problem Based Learning (PBL) learning model assisted by audio-visual media. This research consists of 2 cycles, namely cycle I which consists of 2 meetings and cycle II which consists of 2 meetings. Before carrying out PTK, the researcher carried out pre-actions. Pre-action is an activity that is carried out before 32 students are given action. The purpose of holding pre-action is to find out the initial ability of students before class action is carried out. The pre-action activity was carried out on Wednesday, May 14, 2025. In the implementation of the initial test with the material of Me and My Needs. In addition, each student prepared stationery. After that, each student worked on the questions that were shared with their own abilities without cheating with their benchmates. The implementation of the initial test was conducive, where students were serious in working on the questions until the time given was up. The following will be presented the results of the initial test scores.

Preliminary Test Results Analysis Table

No	Procurement Aspects	Result
1	Number of students in grade IV	24
2	Number of students completed	9
3	Number of students who are not completed	15
4	Highest score	80
5	Lowest value	30
6	Average score	56,25 %
7	Percentage of classical learning completeness	37,5 %

Results of Cycle I Action Research

The first cycle of action was carried out in two meetings. Each time is required for 2 hours of lessons (2 x 35 minutes). The planning activities carried out are as follows: 1) Create a teaching module. 2) Make observation sheets of teacher and student activities. 3) Prepare group worksheets. 4) Preparing for the first cycle of learning outcome tests. Implementation of Actions in cycle I will be carried out on Wednesday and Thursday, May 14-15, 2025. The stages of this action are the preliminary stage, the core stage, and the final stage, with a description as contained in the teaching module.

Observation

There are 2 things that are the focus of observation, namely observation of student teacher activities and observation of teacher activities during the learning process.

1. Student Activities

Student activities during the learning process in the classroom are carried out by filling out the observation sheet that has been provided as a result of the observation of student activities can be seen in table of Observation Results of Student Activities Cycle I

Table of Observation Results of Student Activities Cycle I

No	Meeting	Values/Categories				Total Score	Score Presentation Procurement
		1	2	3	4		
1	1	-	6	8	-	36	64,28 %
2	2	-	3	11	-	39	69,64 %

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Based on the results of observation of student activities in Table of Observation Results of Student Activities Cycle I it shows that student activities still need to be improved because students have not fully participated actively in learning activities.

2. Teacher Activities

The teacher's activity observation sheet is used with the aim of seeing the suitability of the implementation of learning with the teaching modules that have been prepared, the results of the observation of teacher activities can be seen on the Table of Observation Results of Teacher Activities Cycle I

Table of Observation Results of Teacher Activities Cycle I

No	Meeting	Values/Categories				Total Score	Score Presentation Procurement
		1	2	3	4		
1	1	-	3	8	2	38	73,07 %
2	2	-	1	8	4	42	80,76 %

Based on the results of observation of teachers' activities in the table above, the average score is shown in the good criteria. However, teachers need to improve the quality of their teaching based on the learning sequence that has been designed. In the next cycle, teachers will correct the shortcomings made in this first cycle.

Final Test Results of Cycle I Action

Analysis Table of Student Learning Outcomes Test Cycle I

No	Procurement Aspects	Result
1	Highest score	85
2	Lowest score	50
3	Number of students	24
4	Many students completed	14
5	Many students do not complete	10
6	Classical thorough presentation	58,33 %
7	Average score	67,70 %

Based on the table above, it can be seen that there are 14 students who have completed or their scores have reached KKM, which is 70 and there are still 10 students whose scores have not reached the completion score. The results of the analysis obtained that the percentage of classical completeness has not reached the set indicator, which is 70%. The percentage of classical completeness obtained of 58.33% has not reached the percentage of classical completeness. Thus, these results require researchers to continue to the second cycle stage to further improve student learning outcomes.

Analysis and Reflection of Cycle I Actions

The results of observation of student and teacher activities, as well as the analysis of student learning outcomes in the first cycle are used as a reference to plan more effective actions to obtain better learning outcomes in the next cycle. The advantages and disadvantages of the implementation of learning in cycle I along with the analysis of its causes and recommendations, can be presented in the following table.

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Table of Teacher and student activities in social studies learning

No	Aspects	The Good Thing	What Is Lacking
1	Teacher	The teacher is good at opening and closing the lesson and closing the lesson politely The teacher is good at checking. The presence of students The teacher is good in making apperception by linking the previous material with the material to be studied and providing reinforcement to the students' answers The teacher is good at explaining the material The teacher is good in conveying the learning objectives	- Teachers lack in motivating students to arouse curiosity - Teachers are still lacking in rewarding the best group of presenters
2	Student	Students are good at answering the opening and closing greetings politely students who are willing to lead prayers Students who listen to their names are absent in an orderly manner and prepare stationery on the table	Students are still not actively asking questions about the material that has been explained

Based on the results of observation of student activities in the table above, it shows that the average assessment results are in very good criteria. Learning using the *Problem Based Learning* model is one of the learning activities that guides students to solve problems so that they can activate all students. Thus, student activities are very necessary in teaching and learning activities so that students should be active in learning a lot.

Cycle Actions II

The implementation of cycle II is not much different from the implementation of cycle I, it's just that some things that are considered lacking in cycle I are corrected in cycle II and adjusted to the changes to be achieved. The results obtained in this cycle are collected and analyzed. The results are used to establish a conclusion. After the analysis and reflection of the actions of cycle I, the activities carried out in the actions of cycle II are: 1) Making a teaching module for cycle II. 2) Make teacher activity observation sheets and student activity observation sheets. 3) Prepare group worksheets. 4) Prepare for the second cycle of learning outcome tests. The implementation of actions in cycle II is carried out with 2 meetings, the actions in cycle II are carried out on Tuesday and Wednesday, May 27 and 28, 2025. The results of cycle II can be explained as follows.

Observation

There are 2 (two) things that are the focus of observation, namely observation of student activities and observation of teacher activities during the learning process.

1. Student Activities

Student activities during the learning process in the classroom are carried out by filling out the observation sheets that have been provided. The results of the observation of student activities can be seen in the following table:

Table of Observation Results of Student Activities Cycle II

No	Pertemuan	Values/Categories				Total Score	Score Presentation Procurement
		1	2	3	4		
1	1	-	-	3	4	25	89,28 %
2	2	-	-	4	10	52	92,85 %

Based on the results of observation of student activities in Table 4.7, it shows that the average assessment results are in very good criteria. Learning using the *Problem Based Learning* model is one of the learning activities that guides students to solve problems so that they can activate all students. Thus, student activities are very necessary in teaching and learning activities so that students should be active in learning a lot.

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2. Teacher Activities

The teacher's activity observation sheet is used with the aim of seeing the suitability of the implementation of learning with the teaching modules that have been prepared, the results of the observation of teacher activities can be seen in the following table:

Table of Observation Results of Teacher Activities Cycle II

No	Meeting	Values/Categories				Total Score	Score Presentation Procurement
		1	2	3	4		
1	1	-	-	6	7	46	88,46 %
2	2	-	-	4	6	36	90 %

Based on the observation data in Table 4.8, the percentage of observations reached 90% or the criteria were very good. This shows that the level of success of teachers' activities in managing learning according to observers is very good.

Cycle II Action Final Test Results

The final test results are the implementation of the second cycle of action learning activities, the next activity is the provision of a final test to find out the learning outcomes of students. The form of the learning outcome test given is a form of multiple choice. In summary, the results of the analysis of the second cycle test can be seen in the following table:

Analysis Table of Student Learning Achievement Test Cycle II

No.	Procurement Aspects	Result
1.	Skor tertinggi	95
2.	Lowest score	65
3.	Number of Students	24
4.	Many students completed	20
5.	The number of students who do not complete	4
6.	Classical completion percentage	83,33 %
7.	Average score	81,04 %

Based on the results of the analysis in the table above, it is known that almost all students complete or all students have a score of 70. The learning outcomes of IPAS students in grade IV of SD Inpres 1 Tondo have shown excellent results with a classical completeness percentage of 83%. These results have met the required performance indicators, so the research does not need to be continued. Students who have not completed are given guidance and additional tasks in the form of solving problems related to material that they have not yet understood.

Cycle II Action Analysis and Reflection

Based on the data obtained from the results of observation of student and teacher activities, as well as the test of student learning outcomes in the second cycle of actions, then reflection was carried out to determine the impact of the actions given. The results of the evaluation of the implementation of the second cycle of actions are: 1) Student learning activities in learning activities are very good, and students are more active in group learning activities, discussing, expressing opinions, and working together to solve problems in group work. 2) Students' understanding of subject matter increases, this can be seen in the increase in the average learning outcomes on the learning outcome test. 3) The analysis of the learning outcome test obtained a percentage of classical completeness reaching 83% of the standard of 70% or having reached the performance indicators which are a reference for the success of the research.

DISCUSSION

Learning outcomes are an improved variable in this study. Learning outcomes according to (Ariyani & Kristin, 2021). Are the final results in the implementation of learning activities in schools. Improving student learning outcomes can be done through

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systematic conscious efforts and leading to positive change. Previous research has also applied the Problem Based Learning (PBL) model which can help the successful use of the Problem Based Learning (PBL) model in improving student learning outcomes (Pratiwi & Ramadhan, 2023). The entire analysis of student learning outcomes tests at the end of cycle I and cycle II, that there was a fairly good improvement. The increase occurred because the shortcomings contained in cycle I described in the reflection results could be minimized based on the recommendations planned by the researcher in collaboration with observers.

The application of the Problem Based Learning (PBL) learning model assisted by audio visual media in the science subject of grade IV SD Inpres 1 Tondo which aims to improve student learning outcomes in the learning process by using the steps to apply the Problem Based Learning (PBL) model in social studies learning, namely by introducing problems relevant to the topic of social studies in the material "How to get all our needs?". In the first step of identifying the problem where the teacher starts by introducing real problems or situations related to human needs. For example, teachers could show pictures/videos of hungry children, or stories about families struggling to get food due to their parents' unstable work. For example, the teacher asks the student "Why is the problem happening and what can be done to solve it?", so that the student begins to identify their problems and needs. Then, the teacher helps students formulate questions that will be the basis for discussion and investigation. Examples of questions that can be asked include: What is a need? What do you need in life? How do you get something you need? Next, students listen to the material about human needs and listen to the teacher's explanation of the material being aired, then ask questions and answers about the material that has been explained.

After doing the question and answer, the students were divided into small groups and the teacher gave each group an assignment to identify problems related to the needs in the surrounding environment. Students are invited to discuss the types of needs, such as primary needs (food, clothing, shelter), secondary needs (means of transportation, home furniture), and tertiary needs (jewelry, entertainment). Each group then presented the results of its discussion in front of the class, explaining what the types of human needs were, and what were the examples of each of these needs. After the presentation, teachers and students together reflect on the learning that has been done, draw conclusions from the learning, emphasize the importance of meeting needs wisely. By using the Problem Based Learning (PBL) learning model assisted by audio visual media in the science subject in grade IV of SD Inpres 1 Tondo, it was shown that student learning outcomes increased from pre-cycle to cycle I and up to cycle II.

CONCLUSION

Based on the data obtained in the first cycle, the score of student learning outcomes was 67.70% with an average score of 67.70% with classical completeness of 58.33%. Meanwhile, in cycle II, the score of student learning outcomes with an average score of 81.04% with classical completeness reached 83.33%, so it can be concluded that the application of the Problem Based Learning (PBL) learning model assisted by audio visual media in the learning of IPAS grade IV SD Inpres 1 Tondo which aims to improve student learning outcomes can be increased, where in the learning process using the steps of applying the Problem Based Learning (PBL) model in IPAS learning is by introducing problems relevant to the IPAS learning topics in the Me and My Needs material, and by using the Problem Based learning model. Learning (PBL) assisted by audio visual media in science subjects in grade IV of SD Inpres 1 Tondo shows that student learning outcomes increase from pre-cycle to cycle I and up to cycle II.

Based on the results of the research in the field and the conclusions above, the researcher suggests that teachers and prospective teachers who want to apply the Problem Based Learning (PBL) learning model assisted by audio visual media for the next learning improvement are as follows. The application of the Problem Based Learning (PBL) learning model assisted by audio visual media in social studies learning in elementary schools, should pay attention to the material to be delivered. Facilities and preparation for teachers in carrying out learning with the Problem Based Learning (PBL) model must be prepared so that there are no gaps in carrying out the tasks given in the group. Teachers' models and creativity need to be improved in presenting subject matter that is connected to reality and its application in daily life. Teachers need to provide motivation to students as a form of reinforcement, both in the form of words and teachers' attitudes, need to give flexibility to students to express their ideas.

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