

Application of POGIL (Process Oriented Guided Inquiry Learning) Learning Media Audio Visual In Thematic

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Abstract. The purpose of the study was to describe the application of the POGIL (Process Oriented Guided Inquiry Learning) learning strategy assisted by Audio Visual media in the Thematic learning of fifth grade students at SDN Duren 02 which includes planning, results, and obstacles in implementation. In this study obtained from tests, observations, interviews and documentation. Data analysis is done by reducing the data, presenting the data, then concluded. The results of the research can be described that 1) Planning has been carried out competently by making RPP that is in accordance with the format, easy to understand, and the contents in it are interrelated; 2) The results of this application make students learn independently, actively and critically, have a good understanding of learning, besides that learning is also more fun and students are enthusiastic in the implementation of learning, the results taken from student learning outcomes both in the realm of attitudes, knowledge and skills have been developing well, almost all students reach the KKM that has been set; 3) Barriers to the implementation that occur include lack of learning support facilities, misunderstandings between teachers and students, difficulty understanding material in foreign languages, and there are some students who lack motivation and desire to learn, but all obstacles that occur can be resolved by the teacher.

Keywords: POGIL learning strategy, audio visual media, thematic learning

INTRODUCTION

Learning Thematic learning is learning that is carried out by combining several materials or several related subjects into one unified theme. Thematic learning is learning that is in accordance with the needs of students, this is because students will learn to actively build several interrelated concepts and understand the problems that exist in the environment with a complete view.

Majid & Rochman (2014) stated in their book that the development of thematic learning aims to make students active in developing their knowledge based on their cognitive structure. This means that this learning expects students to be able to be active in the learning process in class and construct their own knowledge.

In designing learning, teachers are given the authority to choose learning strategies that are considered suitable for the material to be delivered. The selection of appropriate learning strategies will make it easier for teachers in the process of delivering material and students will receive an effective and meaningful learning experience. Learning planning is an idea or idea or design from someone about the learning process activities that will be carried out and arranged in writing (Judge, 2019). Prastowo (2019) also mentions that thematic learning planning is the best way accompanied by steps aimed at making learning run smoothly, effectively and efficiently.

The existence of learning media has not been used in the learning process. Learning media that should be able to assist students in obtaining an initial picture as a provision for understanding the material, especially for abstract objects and difficult to find in everyday life, are not presented in the learning process. This results in students' difficulties in understanding the learning material because they have to think abstractly and cause misinterpretations.

Along with the development of technology, learning media also develops. The development of this learning media must also be maximized. Basically, the use of learning media can facilitate the

learning process in the classroom. Objects that cannot be brought directly into the class can be replaced with media. Learning media in the 2013 curriculum can also be used as a medium for students to develop their understanding independently. In the selection of learning media, of course, it must be adjusted to the characteristics of students, as well as what learning objectives will be achieved (Rinto, Wardani & Zulfiati, 2019).

One of the media that can be used is audio-visual. media Audio-visual can help in delivering material that cannot be reached but can still be presented concretely (Jampel & Puspita, 2017). media Audio-visual itself is a learning media that combines sound and images to convey messages (Syupriyanti, Firman, & Neviyarni, 2019). With the application of audio-visual it is hoped that students will be able to be helped in obtaining a real picture of what they are learning and achieving learning objectives. media Audio-visual are tools that can display moving images and have sound (Sanaky, 2013). Sanjaya (2014) mentions in his book that audio-visual media is media that contains elements of sound and also contains elements of images that can be seen. media Audio-visual is also the use of learning materials that are applied through sight and hearing (Arsyad, 2015). Rohani (2014) also mentions in his book that audio-visual media is a media that is in accordance with the development of science and technology because it includes media that can be seen, heard, and can be seen and heard. The following are the advantages and disadvantages of audio-visual described by Suryani, Setiawan, & Putria (2018), which are more effective, the learning experience is more real, easier for students to understand and more interesting. Lack of audio-visual takes a long time, costs and mastery of technology.

The learning strategy that is in accordance with the demands of the curriculum is the POGIL (Process Oriented Guided Inquiry Learning). This learning is based on inquiry or investigation and emphasizes process skills, where in this learning strategy students are guided to research the concepts they will learn. POGIL learning is packaged into 3 phases, namely the exploration phase, the concept discovery phase and the application phase (Prathama, Margunayasa & Wibawa, 2017). POGIL learning will be able to encourage students to gain knowledge, understand concepts and be able to solve problems independently (Wiratmana, Suarni, & Rasana, 2013). With the POGIL learning strategy, students are expected to be able to understand the concepts of the material they are learning, to be able to develop the concepts that they already have so that the learning experience gained by students becomes meaningful. From the background, the purpose of this study is to find out how the planning, results and obstacles to the implementation of POGIL learning strategies assisted by audio-visual in thematic learning.

Hanson (2013) mentions that the ideas included in compiling POGIL aim to help students learn concepts and process skills simultaneously. In POGIL learning, students are actively involved in mastering concepts as well as developing independent learning skills with guided inquiry activities (Moog & Spencer, 2008). POGIL learning emphasizes process skills, so that it is able to make students play an active role in learning, think critically so that the learning experience gained by students can be understood well (Aprilia, 2019). In POGIL learning, to be able to develop knowledge and skills, students should be given activities that were previously designed in student worksheets and the designed worksheets should contain a learning cycle of exploration, discovery and application (Purnomo & Abadi, 2015). Barthlow (2011) states that POGIL learning is also called an active and student-centered learning strategy.

RESEARCH METHOD

type of research that will be used in this research is descriptive qualitative research. This research is a type of descriptive qualitative research because the focus of this research is to describe how the application of POGIL learning strategies assisted by audio-visual in thematic learning which includes planning, results and obstacles in class V SDN Duren 02, besides the data obtained in this study are either in the form of information, observed symptoms, descriptions or other observations all refer to the application of the POGIL learning strategy assisted by audio-visual in thematic learning, especially in class V SDN Duren 02. The number of students in class V is 12 people, with details of male students as many as 2 people and 10 female students. The research instruments used were tests, interview sheets and observations. The data collection technique used in this study

consisted of a test consisting of 10 questions, observations about the implementation of POGIL and interviews. The process of data analysis to be carried out in this study is to reduce, present data and conclude.

RESULT AND ANALYSIS

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Hasil dan Pembahasan

Results and Discussion are the heart of the entire body of a scientific article. Its function is to answer research questions as stated in the previous Introduction. In general, the main objectives in the results and discussion sections are to provide in-depth explanations regarding research findings, make interpretations and/or opinions, and explain research implications, as well as suggestions for further research.

This study obtained data and information related to the implementation of the POGIL (Process Oriented Guided Inquiry Learning) Learning media Audio Visual in the fifth grade Thematic learning at SDN Duren 02 in the 2019/2020 school year. From the results of observations made by researchers in the learning process, it can be seen that learning goes according to the learning scenarios that have been compiled in the lesson plans. This learning is carried out remotely with instructions for learning activities given by the teacher through learning videos.

Planning for the Implementation of POGIL (Process Oriented Guided Inquiry Learning) Learning Strategies Assisted by Audio Visual Media in Thematic Learning.

From the results of data analysis related to planning for implementing POGIL learning strategies (Process Oriented Guided Inquiry Learning) media audio-visual in thematic learning, it can be concluded that this implementation plan is in the form of preparing RPP (Learning Implementation Plans). RPP is used for planning because in the teaching and learning process the teacher must have RPP so that the learning carried out has clear objectives and there are references or guidelines in carrying out the learning process. This is in accordance with Hakim (2019)'s statement in his book which explains that the success of the learning process begins with a careful planning process, and learning planning itself is an idea or idea that a teacher has about the form of learning activities that will be carried out. This learning planning analysis includes aspects of the format of the lesson plans, the language of the lesson plans and the content of the lesson plans, the following will present a discussion of the data analysis that has been carried out

. The content aspects of the lesson plans are also important to note. This aspect includes the suitability of the content of learning activities with the chosen learning strategy and includes the assessment in the lesson plan. In the preparation of the RPP, it is stated that the POGIL learning steps (Orientation, Exploration, Concept Discovery, Application, and Closing), the preparation of learning activities in the RPP is also in accordance with the steps of the chosen learning strategy, namely the POGIL learning strategy. In the preparation of the lesson plans, the assessment used in learning has been described, in this lesson plan it also includes 3 areas of assessment, namely attitudes with self-assessment, knowledge with written tests and skills with student skill sheets making concept maps. This RPP also includes scoring guidelines and includes a rubric/criteria/answer key for each assessment domain.

Results of the Implementation of POGIL (Process Oriented Guided Inquiry Learning) Learning Strategies Assisted by Audio Visual Media in Thematic Learning.

Based on data analysis, the POGIL Learning Strategy (Process Oriented Guided Inquiry Learning) assisted by audio-visual can be used as an alternative to thematic learning. This POGIL learning strategy is suitable for use in thematic learning, it can develop students' personal

responsibility, besides that students become active and critical in learning, can make students have an in-depth understanding of the material because concept discovery is carried out by students independently through guided inquiry with teacher instruction assistance through learning videos. This is in accordance with the statements of Moog & Spencer (2008) and Aprilia (2019) that in POGIL learning students learn actively, think critically and develop understanding concepts and skills independently through guided inquiry so that they gain a good understanding.

media audio-visual makes students enthusiastic. In addition, it also helps students understand abstract and complicated material such as water cycle material, with this video students get a direct picture of the learning material they are learning, so students do not think abstractly so that the material can be captured properly and correctly. This is in accordance with the statement of Suryani, Setiawan, & Putra (2018) which states that audio-visual has advantages, including being more effective, the learning experience provided is more real, making it easier for students to understand because it is given a direct picture, and is considered more fun.

In addition, the results of the application of the POGIL learning strategy (Process Oriented Guided Inquiry Learning) assisted by audio-visual in this thematic learning are in the form of an explanation of how student learning outcomes are implemented after implementation, this learning outcome includes 3 aspects of assessment, namely attitudes, knowledge and skills. Similar to what Prastowo (2019) said, the 2013 curriculum assessment using thematic learning includes competencies in the domains of attitudes, knowledge and skills.

The implementation of the test/assessment in this study includes 3 aspects, namely attitudes, knowledge and skills. In the implementation of the test for the domain of student attitudes, it is carried out by giving a self-assessment test/sheet, for knowledge, a multiple-choice type written test is given, and for skills a test/worksheet contains a concept map of the material that has been studied. And the test results are presented in the following table:

Number	Name	Learning outcomes							
		Attitude				Knowledge		Skills	
		S1	S2	S3	S4	P.BIN	P. IPA	K. BIN	K. IPA
1	Ara Meica S.	4	4	3	4	100	100	100	93.75
2	Carissa	3	2	4	3	32.5	70	87.5	87.5
3	Clarista P.D	4	4	3	4	100	85	87.5	87.5
4	Eksani	4	3	4	4	77.5	70	87.5	81.25
5	Intan Y.K. W.	4	4	3	4	100	100	100	87.5
6	Luthfiy a R.	4	4	3	4	100	100	100	81.25
7	Maurish A.S.	4	4	3	4	100	100	100	100
8	Maysila P. L.	4	4	3	3	77.5	70	87.5	100

9	Nur F.C. P. K.	4	4	2	4	100	1 00	87. 5	87.5
0	Raya Putri K.	4	4	3	4	100	8 5	100	87.5
1	Rio Ferdina n	4	4	3	3	77.5	1 00	87. 5	81.2 5
2	Triyan N.S	2	2	3	4	32.5	70	75	87.5
Avverage		3.8	3.7	3.1	3.8	83.12 5	87.5	91	88

Table 1. Student Test Results

From the presentation of the test result data above, it can be seen that the application of the POGIL learning strategy assisted by Audio Visual can make the learning outcomes obtained by students optimal, this is in accordance with the results of Aprilia's research (2019) which states that the application of the POGIL learning strategy has a positive effect on student learning outcomes. In addition, Syupritanti, Firman & Neviyarni (2019) in their research results state that the use of audio-visual has a positive influence on student learning outcomes.

Barriers to the Implementation of POGIL (Process Oriented Guided Inquiry Learning) Learning Strategies Assisted by Audio Visual Media in Thematic Learning.

From the results of data analysis related to barriers to the implementation of POGIL learning strategies (Process Oriented Guided Inquiry Learning) media audio-visual in thematic learning, it can be concluded that the barriers to implementation are in the form of obstacles in overall learning activities, the causes and ways to overcome them.

The first obstacle is the occurrence of misunderstandings, there are some students who are still confused when carrying out learning activities. There are also students who have difficulty getting additional information related to the learning materials being taught, so that in doing their assignments they find it difficult. There are also students who have difficulty understanding or finding the meaning of a foreign language contained in the water cycle material. In addition, some students also paid less attention to the explanations given by the teacher and could not supervise student learning directly, especially in the learning evaluation process.

These obstacles occur because of several factors, including learning carried out remotely, cannot be done face-to-face / directly. In addition, the lack of motivation and awareness of student learning is also a major factor in learning barriers, because no matter how good the teacher is in planning and implementing learning, if students do not have learning awareness, learning will not go well. In addition, the lack of learning support facilities can also be a factor inhibiting learning, if student learning facilities are lacking, the learning process is also hampered.

CONCLUSION

Based on the data that has been collected and analyzed in accordance with the focus of the research, conclusions have been obtained (1) planning for implementing POGIL learning strategies (Process Oriented Guided Inquiry Learning) media Audio Visual in thematic learning in the form of preparing lesson plans. The RPP that has been prepared has fulfilled the aspects of format, language and content, so that the planning is capable and structured systematically and clearly how the learning will be carried out, (2) the results of the application of the POGIL learning strategy (Prcess Oriented Guided Inquiry Learning) assisted by Audio Visual in Thematic learning makes

students learn independently, actively and critically, has a good understanding of learning, besides that learning is also more fun and students are enthusiastic in implementing learning. The results of the application in the form of learning outcomes obtained by students when carrying out learning are also good in all areas of assessment, namely attitudes, knowledge and skills, (3) in the application of POGIL (Process Oriented Guided Inquiry Learning) media Audio Visual in Thematic learning there are also obstacles, including the lack of motivation and desire of students to learn, difficulty in obtaining additional information, difficulty understanding material in foreign languages, and students' confusion in carrying out the learning process. However, these obstacles have been overcome by researchers and classroom teachers.

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