

Enhancing Social Studies Outcomes Through Experiential Learning and Social-Emotional Development Using Poster Media in Fifth-Grade Classrooms

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ABSTRACT

This study evaluates the impact of an experiential learning model, supported by poster media, on social studies learning outcomes among fifth-grade students at SD Negeri 1 Sikumana, Kupang City. Social and Emotional Learning (SEL) plays a critical role in primary education, fostering academic and social growth, promoting positive behavior, and creating an inclusive learning environment. A quasi-experimental design with a post-test-only control group was employed. The population consisted of 60 students, with 30 students randomly sampled to ensure equal selection probability. Social studies learning outcomes were assessed through a multiple-choice test, and data were analyzed using descriptive statistics and one-way ANOVA. The analysis revealed a significant effect of the experiential learning model on social studies learning outcomes ($F(1, 28) = 19.551, p < 0.05$). The results indicate that the experiential learning approach, coupled with poster media, meaningfully enhances learning outcomes, with the F value exceeding the F table value and a significance level below 0.05. This led to the rejection of the null hypothesis (H_0) and the acceptance of the alternative hypothesis (H_1). The findings suggest that adopting experiential learning models tailored to students' needs can improve engagement and academic performance. Teachers are encouraged to use evidence-based methods that accommodate diverse learning styles, fostering better outcomes. This study highlights the effectiveness of experiential learning enhanced by poster media in improving social studies outcomes, providing a foundation for refining teaching practices and informing educational policies to support student success and well-being.

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1. INTRODUCTION

Elementary social studies education is crucial in providing students with the skills needed to comprehend and apply social concepts in their daily lives (Ritauw & Salamor, 2020). Despite its importance, current social studies teaching methods are often monotonous and fail to engage

students effectively (Pratiwi et al., 2023). This highlights the need for more interactive and effective learning models (Basri, 2021). Meanwhile, social studies (IPS) is a branch of science in the context of social life that helps understand how social interactions, culture, society, and the dynamics of change occur therein (Asyari et al., 2021). This study was conducted to evaluate the extent to which an experiential learning model can improve students' understanding of concepts in social studies, which are closely related to social, political, economic, and cultural change. In the context of social studies, which often includes the study of social, economic, political, and cultural change, it is important to understand how appropriate learning methods can help students internalize these concepts effectively.

Social studies, as described by Akhwani and Nurizka (2021), is an academic discipline that integrates various branches of social sciences and humanities, along with fundamental human activities, in a systematic manner to provide students with meaningful insights and a holistic understanding. It encompasses a wide range of aspects, including social relations, economics, psychology, culture, history, and politics (Puspita & Tirtoni, 2023). Muhsam et al. (2023) further emphasize that social studies, as taught in elementary schools, involves the exploration of events, facts, concepts, and generalizations rooted in social sciences.

Experiential learning, as proposed by Dp et al. (2021), is a transformative learning process that leverages experience as a medium for learning. This approach extends beyond traditional materials sourced from books or educators, incorporating diverse learning media such as posters (Sulfany et al., 2023). The use of poster media not only facilitates a more dynamic and engaging learning process but also fosters an efficient and stimulating educational environment (Rohi et al., 2023).

Besides applying effective models and utilizing learning media, it is crucial to focus on developing students' social-emotional skills, which can be fostered through the implementation of Social and Emotional Learning (SEL) (Nadhiroh & Anshori, 2023). Collaborative for Academic, Social, and Emotional Learning (CASEL) defines SEL as a step to gain knowledge, master skills, and have attitudes to develop identity, Social Emotional Learning (SEL) focuses on the ability to regulate emotions, express and understand empathy, build strong and supportive relationships, and make thoughtful, responsible decisions according to Elia et al. (Marc A. Brackett & Susan E. Rivers, 2012) It refers to the process of aligning thoughts, emotions, and actions to develop self-awareness, understand others, make responsible choices, and effectively manage both personal behavior and interactions with others. (Maemunah & Wahidin, 2022).

The experiential learning model based on social and emotional learning (SEL) is a method that emphasizes the importance of direct experience in the learning process (Supriani, 2018). In this model, students not only learn theory, but also practice and apply social studies concepts in real situations (Alokafani et al., 2022). The use of poster media as an aid in this model can help students be more active and interactive in the learning process (Irmawati, 2019).

This rationale forms the foundation for researchers to explore the integration of the experiential learning model with social and emotional learning (SEL) in social studies education for elementary schools. The combination of experiential learning and SEL offers significant potential to enhance social studies instruction by addressing common challenges often faced at the elementary level. These include students' lack of interest, difficulty in grasping abstract concepts, and struggles in connecting the material to real-life contexts. By blending these approaches, educators can create a more engaging and meaningful learning experience that fosters both academic and emotional growth.

The integration of Experiential Learning and Social and Emotional Learning (SEL) holds the potential to make social studies in primary schools more relevant, engaging, and effective, equipping students with essential skills for both academic success and everyday life. However, challenges persist in the field, particularly in improving student learning outcomes in social studies. Observations reveal that many teachers rely heavily on the lecture method and assignments, which diminish student interest and engagement. The limited use of learning media and innovative teaching approaches further contributes to students' poor understanding of the material and lower classroom participation.

These practices result in reduced motivation, weaker academic performance, and diminished learning outcomes.

This research addresses these gaps by evaluating the effectiveness of experiential learning models based on SEL in improving social studies outcomes and analyzing the impact of using poster media as a supportive tool in this context. The study aims to assess how these approaches can enhance student understanding, motivation, and engagement while providing actionable recommendations for teachers and policymakers on implementing more effective and interactive learning strategies.

The novelty of this research lies in its dual focus on integrating SEL and experiential learning with the use of poster media, which addresses not only cognitive but also social and emotional aspects of learning. This research is significant in contributing to the development of innovative learning models that enhance both the quality of social studies education and overall student performance. The findings are expected to provide valuable insights for fostering more effective and engaging teaching practices, ultimately leading to better academic outcomes and the holistic development of students.

2. METHODS

This research is a quasi-experiment using the Post Test Only Control Group Design. It was conducted at SD Negeri 1 Sikumana in Kupang City, spanning from April to the third week of May 2024. The study's population consisted of all fifth-grade students at SD Negeri 1 Sikumana, totaling 60 students. The selection of SD Negeri 1 Sikumana Kota Kupang as the research location was based on the typical characteristics of primary schools so that the results of the research could provide insights that are relevant to the same local or regional context and this school faces specific challenges or opportunities in improving the quality of social studies learning. This research could help address specific problems or improve existing learning methods.

The sample for this study was chosen using a random sampling method, selecting two classes. Random sampling is a sampling technique used in research to ensure that every member of the population has an equal chance of being selected as part of the sample. This technique is important because it helps ensure that the sample taken represents the population as a whole, so that the research results are reliable and generalizations can be made more accurately. One class was designated as the experimental group, Class VA, with 30 students, while Class VB served as the control group, also with 30 students. This study involves two variables: the independent variable, which is the experiential learning model based on social and emotional learning supported by poster media, and the dependent variable, which is the students' Social Studies learning outcomes.

The research design used is the "Post Test Only Control Group Design," as illustrated in Table 1.

Table 1. Research design

E	X	O ₁
K	-	O ₂

Description:

E = Experiment Class

K = Control Class

X = Learning treatment by applying the Experiential Learning Model

- = Not given treatment by applying the Experiential Learning Model

O₁ = Final observation (post test)

O₂ = Final observation (post test)

Three stages were carried out to thoroughly address the issues discussed in this study: the preparation stage, the implementation stage, and the final stage of the experiment. The data collected

focuses on students' social studies learning outcomes. To assess these outcomes, a test method (multiple choice) was used. Multiple choice test is one type of test that consists of a number of questions with several answer options, where only one answer is correct. This test is used to assess students' knowledge or understanding of the material that has been taught. For this study, the number of items used amounted to 30 items. This amount is considered sufficient to assess students' understanding comprehensively. Validity includes content and score validity, and the test should cover all important aspects of the social studies material that has been taught. Validity can be achieved by ensuring that each item represents relevant and important topics according to the learning objectives.

Reliability assesses the consistency of test results. In multiple-choice tests, reliability is evaluated using Cronbach's alpha coefficient, with a value above 0.7 indicating good internal consistency and reliable results. The collected data is then analyzed descriptively, calculating the mean, median, standard deviation, variance, minimum value, maximum value, and range of the sample data. For hypothesis testing in this study, the data analysis technique employed is one-way analysis of variance (ANOVA A). (Letasado & Muhsam, 2020).

One-way ANOVA was chosen because it is in accordance with the research hypothesis, which aims to test whether the applied learning model (independent variable) affects students' learning outcomes in social studies (dependent variable). By using one-way ANOVA, researchers have the ability to assess whether there are notable differences in learning outcomes between groups of students exposed to different learning models, thereby offering clear and statistical insights into the effectiveness of the learning model being evaluated.

3. FINDINGS AND DISCUSSION

Recapitulation of data on social studies learning outcomes of students as a whole, namely experimental classes and control classes in grade V students, based on calculations can be presented in table 2 below.

Table 2. Summary of Descriptive Statistical Analysis

Statistics	Experiment Class	Class Control
Mean	84.00	72.33
Median	87.50	75.00
Standard Deviation	8.550	11.651
Variance	73.103	135.747
Minimum Value	60	45
Maximum Value	95	90
Range	35	45

Table 2 demonstrates that the average social studies learning outcomes of students in the experimental class, where the Experiential Learning Model based on Social and Emotional Learning (SEL) combined with poster media was implemented, are higher compared to those of students taught using conventional methods. To support hypothesis testing, inferential statistical analysis was conducted. This involved prerequisite tests, including assessments of normality, homogeneity, and hypothesis testing, performed using IBM SPSS software version 25.0 for Windows.

Table 3. Normality Test Results

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Experimental Class	.259	30	.000	.851	30	.321
Control Class	.154	30	.067	.945	30	.122

The normality test, conducted using the Shapiro-Wilk test, produced significance values of 0.321 for the experimental class and 0.122 for the control class. Based on the decision rule, data is considered normally distributed if the significance value exceeds 0.05. Since both values (0.321 and 0.122) are greater than 0.05, it can be concluded that the data in this study follows a normal distribution.

Ensuring that the data from both the experimental and control classes is normally distributed is crucial to satisfying the fundamental assumptions of parametric statistical analysis. In research comparing experimental and control groups, the normality test plays a vital role in validating the results of the analysis and in guiding the selection of appropriate statistical methods for data interpretation.

Table 4. Homogeneity Test Results

Homogeneity of Variance Test
Social Studies Learning Outcomes

Levene Statistic	df1	df2	Sig.
2.197	1	58	.144

The homogeneity test, performed using Levene's Test, produced a significance value of 0.144. According to the decision rule, data is considered homogeneous if the significance value exceeds 0.05. As the calculated value of 0.144 is greater than 0.05, it can be concluded that the research data has a homogeneous distribution. This homogeneity ensures that the variance between groups is consistent, allowing for valid comparisons between the experimental and control classes.

Following the homogeneity test, hypothesis testing was conducted using statistical methods, specifically a one-way ANOVA (Analysis of Variance), to examine the effect of the experimental intervention on students' social studies learning outcomes. The ANOVA analysis was performed with the assistance of IBM SPSS software version 25.0 for Windows, ensuring precision and reliability in the data analysis process. A one-way ANOVA was chosen because it is well-suited for comparing means across the two groups—experimental and control—to determine if the implementation of the Experiential Learning Model based on Social and Emotional Learning (SEL) with poster media significantly improved learning outcomes compared to conventional teaching methods.

The results of the ANOVA provide valuable insights into the effectiveness of the learning model, highlighting its potential to enhance educational practices. A summary of the ANOVA analysis results is presented in Table 5 below, offering a detailed view of the statistical outcomes and supporting the interpretation of the findings. This rigorous approach ensures that the study's conclusions are grounded in robust statistical evidence.

Table 5. One-way ANOVA analysis

Source of Variance	JK	Dk	RJK	Fcount	Sig	P	Ket
Between Groups	2041,667	1	2041.667	19.551	< 0.001	< 0.05	Significant
In Group	6056,667	58	104.425				
Total	8098,333	59					

Discussion

The findings of this study reveal a significant difference in social studies learning outcomes between students who participated in the experiential learning model based on social and emotional learning (SEL) with poster media and those who underwent conventional learning methods. According to the ANOVA analysis conducted using IBM SPSS version 25.0 for Windows, the F value was 19.551,

with $df = 1$ and $Sig < 0.001$, indicating a statistically significant result. The comparison of average scores further highlights this disparity, with the experimental class achieving an average score of 84.00, categorized as "high," compared to the control class's average score of 72.33, categorized as "low." This substantial difference underscores the effectiveness of the experiential learning model, which integrates SEL and poster media to actively engage students and enhance their learning experience.

The success of the experiential learning model can be attributed to its structured approach, as described by Erni et al. (2020). A learning model is a carefully designed plan of activities created collaboratively by educators and students to achieve specific learning objectives. Unlike traditional methods that often prioritize rote memorization, experiential learning emphasizes active participation, real-world application, and subjective experiences, blending comprehension with the transformation of experiences (Matono et al., 2022). This holistic approach allows students to not only understand concepts but also internalize and apply them in meaningful ways.

Moreover, experiential learning has been shown to positively shape learners' beliefs about their own learning and their abilities (Hariri & Yayuk, 2018). By incorporating social and emotional elements, this model addresses both cognitive and affective domains, fostering a deeper connection to the material and promoting personal growth. The use of poster media further enhances the learning process by providing visual aids that make abstract concepts more tangible and engaging, encouraging collaboration, and improving retention.

These findings highlight the potential of the experiential learning model as a transformative approach to education, particularly in social studies. By focusing on active, reflective, and student-centered learning, this model not only improves academic outcomes but also cultivates critical thinking, emotional intelligence, and lifelong learning skills. Future research could further explore the long-term impacts of this approach across diverse subjects and student demographics to maximize its potential in modern education.

This study is further substantiated by prior research, including Fitria DP (2023), whose study on the *Experiential Learning Model in Social Studies Learning in Elementary Schools* demonstrated the significance of experiential learning in fostering meaningful engagement. The research emphasized that experiential learning challenges students and encourages reflection on outcomes derived from real-world experiences. In elementary social studies education, this approach is vital for cultivating good citizenship by enabling students to connect academic material to practical, real-life actions. This connection strengthens students' understanding and fosters the development of essential civic skills.

Additionally, research by Alokafani et al. (2022) on the application of experiential learning models to improve student outcomes found a substantial improvement in science learning results. In their study, students' average learning outcomes increased from 66.9% ("sufficient" category) in the first cycle to 80% ("very good" category) in the second cycle. These findings underscore the transformative potential of experiential learning across various subjects, highlighting its capacity to engage students more deeply and improve academic performance.

The findings of this study demonstrate that integrating experiential learning and social and emotional learning (SEL) not only enhances student engagement but also positively impacts classroom discipline and group dynamics. Students learn to cooperate, appreciate their peers' contributions, and develop a stronger sense of community. Incorporating SEL into the educational process equips students with critical life skills, including communication, conflict resolution, teamwork, and empathy. These abilities are invaluable, extending beyond the classroom to improve students' interactions within their communities and their overall personal development.

The results also provide valuable insights for educators and school administrators, encouraging them to adopt and develop innovative teaching models that emphasize real-life experiences and emotional growth. By making education more relevant to students' needs and the rapidly changing world, such models can enhance the overall quality of learning. Teachers are inspired to create dynamic, student-centered learning environments that prioritize active participation and holistic development.

Ultimately, this study contributes to the growing body of evidence supporting experiential and SEL-based approaches in education. It underscores the importance of innovative teaching strategies in preparing students not only for academic success but also for active, empathetic, and effective participation in their communities. Future research could explore the integration of these models across diverse educational settings and age groups to further expand their application and impact.

4. CONCLUSION

Based on the findings and discussion, it can be concluded that there is a significant difference in social studies learning outcomes between students taught with the Experiential Learning Model based on social and emotional learning using poster media and those taught with conventional methods. This difference is evident in the average social studies scores of the experimental class (using the Experiential Learning Model) and the control class (using conventional learning). This study contributes to both research and education by broadening the literature on SEL-based Experiential Learning models, which have generally been more common in higher education, to the realm of primary education, especially in social studies.

This research serves as an example for teachers and schools to continually explore and experiment with more innovative and effective learning models that can be tailored to meet the needs and characteristics of students. This is especially crucial in today's educational landscape, where approaches that are relevant and responsive to students' needs are essential. The results of this study can provide a foundation for policymakers to revise or create more comprehensive education policies that support the integration of experiential and social-emotional learning in primary schools. It emphasizes the importance of equipping teachers with adequate training and resources to implement innovative learning models. However, the study was conducted over a limited timeframe, meaning it cannot fully assess the long-term impact of the experiential learning model. The focus on poster media as a tool may also restrict the exploration of other potentially effective tools within this learning model. Additionally, measuring learning outcomes through written tests may not fully capture students' understanding or the development of their social and emotional skills.

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