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## Efforts to Increase Students' Understanding of the Position and Role of Family Members Through Concrete Demonstrations at MI Al Huda Mangli

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**Abstract:** This research aims to improve students' understanding of the material "Position and Role of Family Members" through the use of learning media in the form of concrete models at Madrasah Ibtidaiyah Al Huda Mangli. The background of this research is the low level of students' understanding of the material, which is shown through the results of learning evaluations that have not yet reached the Minimum Completion Criteria (KKM). The method used in this research is Classroom Action Research (PTK) with two cycles, each of which consists of planning, implementation, observation, and reflection. The subjects of the research are 24 class II students of MI Al Huda Mangli. Data collection techniques include observation, interviews, tests, and documentation. The results of the research show that the use of concrete props can improve students' understanding of the material being taught. This can be seen from the increase in learning evaluation results in each cycle. In cycle I, the average score of students increased compared to before the action, but there are still some students who have not reached the KKM. After improvements were made in cycle II, student learning outcomes experienced a significant increase with the percentage of learning completion reaching 91.6%. In addition, students' learning activities also showed an increase, marked by an increase in active participation, enthusiasm, and students' ability to verbally explain the position and role of family members. The use of concrete props is proven to help students understand abstract concepts to be more real and easy to understand. Thus, it can be concluded that the use of concrete props is an effective learning strategy in improving students' understanding of IPS material, especially the theme of the position and role of family members. This research recommends that teachers use concrete props more often in the learning process, especially for material that is conceptual and requires real visualization so that it is easier for early learners to understand.

**Keywords:** Students' understanding, concrete examples, learning outcomes.

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### INTRODUCTION

In the realm of elementary education, particularly within Madrasah Ibtidaiyah, the teaching of social science topics requires not only the transfer of knowledge but also the

cultivation of understanding rooted in real-life experiences. One such essential topic is the roles and positions of family members. This subject, although seemingly simple, serves as a foundation for developing students' awareness of family dynamics, responsibilities, and social interaction, which are crucial for building moral character and social values in young learners. Children at the elementary level are at a cognitive stage where abstract thinking is still developing. They learn best through direct experiences and sensory engagement. Abstract concepts like "roles" and "responsibilities," when presented solely through verbal explanations or textbook content, often fail to capture students' full understanding. Therefore, educators need to explore alternative teaching strategies that can bridge this cognitive gap.

Concrete teaching aids have long been recognized in educational research as an effective tool for improving students' comprehension, especially at the primary level. These aids allow abstract ideas to be represented in tangible forms, making them more accessible to young learners. Teaching the concept of family roles using realia, puppets, family role-play sets, or visual diagrams helps contextualize the information, enabling students to relate the content to their everyday life experiences. At Madrasah Ibtidaiyah Al Huda Mangli, observations and preliminary interviews with educators revealed that many students demonstrate only a superficial understanding of family roles. They often memorize definitions without grasping the deeper meaning behind them. This gap in comprehension becomes evident in their limited ability to describe the duties of family members or reflect on their own roles within the family unit.

Educators at the school have expressed challenges in teaching the topic effectively due to limited resources and a reliance on traditional teaching methods such as lectures and rote learning. While these methods may provide basic knowledge, they do not foster critical thinking or meaningful learning, particularly in younger children who benefit more from hands-on activities and visual stimulation. Another important factor contributing to the difficulty in understanding this topic is the diversity of family structures among the students. Some come from nuclear families, others from extended or single-parent families. A one-size-fits-all approach in teaching does not address this variety, and many students struggle to see their own familial context reflected in the classroom lessons. The integration of concrete teaching aids allows for greater inclusivity in instruction. When students see models or participate in activities that mimic real-life family interactions, they not only better understand the theoretical content but also feel represented in the learning process. This promotes a deeper emotional and cognitive engagement with the material.

In line with the constructivist theory of learning, which emphasizes learning as an active, constructive process, the use of manipulatives and concrete materials supports knowledge construction through experience. When students manipulate models of family members and simulate household roles, they are actively involved in building their understanding of the topic. Moreover, the use of concrete teaching aids aligns with multiple intelligences theory, particularly supporting bodily-kinesthetic, visual-spatial, and interpersonal intelligences. By engaging multiple senses and learning styles, these aids help accommodate diverse learners in the classroom, thereby increasing the overall effectiveness of the lesson. In many cases, students exhibit behavioral engagement and enthusiasm when involved in lessons that include hands-on activities. They are more likely to participate in discussions, ask questions, and show curiosity when the subject matter is brought to life through meaningful visuals or role-plays. This shift in classroom dynamics creates a more student-centered learning environment.

Despite the theoretical and practical benefits, the implementation of concrete teaching aids is often hindered by limitations in teacher training and access to appropriate materials. Teachers may not be equipped with the pedagogical strategies necessary to maximize the use of such aids, and schools may not allocate sufficient budget for educational tools beyond textbooks. In the context of Madrasah Ibtidaiyah Al Huda Mangli, where educational innovation is still in development, this research aims to address the

existing challenges by exploring the potential of concrete teaching aids to improve learning outcomes. It seeks to provide a model for integrating tangible materials into social studies education in a way that is both effective and sustainable. A critical aspect of this research is its focus on improving not just rote knowledge but conceptual understanding. It emphasizes the importance of students being able to explain the roles of family members, differentiate between them, and reflect on how these roles influence daily life. This depth of understanding is crucial in shaping students' social awareness and moral development.

By grounding the teaching of family roles in concrete experiences, this study aligns with the moral and educational mission of Islamic schools, which is to develop individuals who are not only knowledgeable but also responsible, respectful, and empathetic members of society. The family unit in Islam is viewed as a central institution for moral education, and understanding its structure and functions is considered essential for nurturing a balanced and ethical personality. Therefore, this topic holds both educational and spiritual significance in the context of a madrasah. Furthermore, understanding family roles contributes to students' emotional development. It helps them make sense of their personal experiences and feelings within the family context. This contributes to better self-awareness, which is foundational to emotional intelligence and interpersonal relationships. In modern educational practices, there is increasing emphasis on student engagement and the personalization of learning. This study responds to that trend by proposing a method that takes into account the students' developmental stages, cultural backgrounds, and learning preferences.

While the topic of family roles may be included in the curriculum, the depth of its teaching often depends on the teacher's creativity and commitment to using effective methods. Through this research, we aim to provide empirical evidence that supports the integration of concrete aids into everyday classroom practice. We also aim to support teachers in adopting more interactive pedagogical strategies. Professional development, along with adequate instructional materials, can empower teachers to move beyond traditional methods and embrace innovation in teaching. This research is timely in an era when schools are increasingly being asked to provide holistic education. The integration of moral, social, and cognitive domains in the teaching of family roles can contribute significantly to achieving this goal.

From a policy perspective, the findings of this study may inform curriculum developers and educational administrators about the benefits of allocating resources toward concrete learning tools. Such investment can have long-term impacts on learning quality and student engagement. This study also addresses the issue of equity in education. Students from various socio-economic backgrounds often come with different levels of exposure to structured family discussions. The classroom, through the use of concrete aids, can become a space where such experiences are equalized and enhanced. Moreover, by focusing on early-grade students, the study contributes to the field of early childhood education, where foundational knowledge and attitudes are formed. Teaching about family roles at this stage lays the groundwork for later social studies learning.

The research employs a qualitative and action-based approach, allowing for the direct observation of changes in student understanding and engagement. Through lesson planning, implementation, and reflection, the study will document the pedagogical impact of the chosen teaching aids. Another significant outcome of this research could be the creation of localized, culturally relevant teaching materials. Rather than relying solely on generic resources, teachers can be guided to develop or adapt materials that reflect the students' own family and community experiences. This localized approach also contributes to the broader goal of contextual education, which promotes relevance and meaning in learning. When students see their realities reflected in the classroom, learning becomes more impactful and lasting. The research also serves to promote reflective teaching practices. Teachers involved in the study are encouraged to critically assess their

methods, evaluate student responses, and make data-driven decisions to improve instruction.

Ultimately, this study is not only about one topic in the social studies curriculum but about enhancing overall educational quality through innovative strategies. It explores how small, practical changes like using concrete teaching aids can lead to significant improvements in student understanding. Through this initiative, Madrasah Ibtidaiyah Al Huda Mangli has the potential to become a model for other schools seeking to improve student outcomes in moral and social education. It demonstrates how traditional educational institutions can embrace change while maintaining their core values.

The findings may also contribute to the academic literature on Islamic education, pedagogy, and curriculum development, particularly in the area of social studies and moral education. With these considerations, the research is not only academically valuable but also socially and culturally meaningful. It aligns with national education goals, religious values, and global best practices in teaching and learning. As the study unfolds, it seeks to build a bridge between theory and practice, showing how concrete teaching aids can transform classrooms, deepen understanding, and nurture responsible young individuals who appreciate their roles within the family and society. This research emphasizes that meaningful learning is not a product of memorization but of experience, interaction, and relevance. By bringing learning closer to life, we help students connect with the content on a deeper level. In conclusion, this research arises from a genuine concern for improving the quality of instruction on family roles at the primary level. It is a step toward more engaging, inclusive, and effective education, grounded in the realities of students' lives and the demands of modern pedagogy.

## **METHODS**

This study employed a classroom action research (CAR) design to investigate the effectiveness of using concrete teaching aids in improving students' understanding of social studies material, specifically focusing on the topic of family roles and positions. Classroom action research is particularly well-suited for this study as it allows teachers to reflect upon and improve their instructional practices through a structured and systematic approach. The cyclical nature of CAR provides opportunities to plan, act, observe, and reflect continuously in order to identify the most effective teaching strategies in response to students' learning needs. The researcher adopted the CAR model proposed by Kemmis and McTaggart, which consists of four distinct stages: planning, action, observation, and reflection. These stages are conducted cyclically and iteratively to refine teaching strategies based on the results of each cycle. Through this model, the researcher aimed to evaluate the changes in students' understanding and classroom engagement following the introduction of concrete teaching aids as instructional tools.

The study was conducted in the second grade classroom of Madrasah Ibtidaiyah Al Huda Mangli during the academic year. The classroom consisted of 24 students, with varying degrees of academic performance and learning styles. These students were chosen as research subjects due to their evident difficulties in grasping abstract concepts related to social structures and family dynamics, as observed in previous instructional sessions. The diverse academic abilities within the class also allowed the researcher to evaluate the inclusivity and adaptability of the teaching aids. Prior to implementing the intervention, the researcher conducted a baseline assessment to gauge the students' initial level of understanding regarding the topic. This assessment consisted of both written and oral components and was used to identify specific conceptual gaps that needed to be addressed through the use of concrete instructional aids. The results of this diagnostic test revealed that a significant number of students struggled to define family roles accurately or distinguish between different responsibilities of family members.

Based on the results of the preliminary assessment, the planning phase of the first cycle involved developing a detailed instructional plan that incorporated the use of

concrete teaching aids. These aids included miniature family figures, visual charts, family tree diagrams, and daily life scenario cards. The aim of using these aids was to transform abstract ideas about familial relationships into tangible and relatable representations, thus enhancing comprehension and retention.

The learning activities were carefully designed to be interactive, student-centered, and aligned with the curriculum standards of social studies for second grade students. Students were grouped into small collaborative teams and were encouraged to explore, manipulate, and interact with the teaching aids as they learned about the roles of mothers, fathers, siblings, and grandparents in a household. Tasks included categorizing actions based on who typically performs them in a family, assembling a model family tree using physical props, and role-playing daily family routines. The implementation of the first cycle took place over two classroom sessions. During these sessions, the researcher acted as both the classroom teacher and the principal investigator, delivering the lesson while simultaneously observing student reactions and engagement. The dual role allowed for real-time adjustments and the collection of authentic classroom data. Observations focused on student participation, attentiveness, verbal responses, peer interaction, and ability to follow instructions related to the materials.

In addition to observational notes, data were gathered through student worksheets, reflection journals, group presentations, and formative quizzes administered at the end of each session. These instruments served to triangulate the data and assess not only factual recall but also conceptual understanding and the ability to apply knowledge in contextually relevant situations. The feedback from students, either verbal or written, was also analyzed to gain insight into their perceptions of the learning experience. The observation phase of the first cycle revealed a noticeable increase in student engagement and motivation. Many students who were previously passive became more involved when handling physical teaching aids. The use of visual and tactile materials appeared to trigger curiosity and made abstract concepts more relatable. However, despite increased enthusiasm, the post-cycle assessment indicated that a portion of the class still had misconceptions about specific family roles, particularly in non-nuclear family structures.

The reflection stage at the end of Cycle 1 allowed the researcher to evaluate the strengths and weaknesses of the instructional approach. While the hands-on activities clearly stimulated interest and collaboration, the researcher identified a need to modify the pacing and complexity of the lessons to accommodate students with slower cognitive processing speeds. Additionally, the need for clearer instructions and more guided discussions during group work was noted. Informed by the reflections from the first cycle, the second cycle was carefully redesigned to address the identified challenges. The learning materials were simplified and more structured guidance was provided during small-group activities. The teacher also introduced storytelling and scenario-based questions to deepen the students' understanding of family roles through narrative contexts. This allowed students to connect what they were learning to real-life experiences, thus reinforcing comprehension through emotional and experiential engagement.

The second cycle was carried out over two more classroom sessions, incorporating revised materials and teaching strategies. The teacher adopted a more scaffolding approach, offering step-by-step instructions and pausing frequently for comprehension checks. Peer mentoring was also introduced, where stronger students were paired with peers who needed additional support, fostering a collaborative and inclusive learning environment. During Cycle 2, the classroom dynamic was noticeably more fluid and focused. Students demonstrated increased confidence in expressing their understanding of family roles and responsibilities. Many began to use more specific language and terminology when describing household duties, and their participation in group activities became more equitable. Students with previously low levels of participation were seen volunteering answers and engaging more confidently in class discussions.

The data collected in Cycle 2 included performance-based assessments, structured interviews with selected students, and teacher journal entries. Results from these instruments showed a marked improvement in the overall class comprehension. The majority of students were able to complete the tasks independently or with minimal guidance. Their ability to differentiate between roles in extended and nuclear families improved significantly, and they showed greater retention of the material compared to the previous cycle.

The post-cycle assessment revealed that 91.6% of the students achieved scores above the predetermined minimum competency standard. This finding confirmed that the revised intervention using concrete teaching aids, supplemented with enhanced teaching strategies, had a positive impact on student learning outcomes. The remaining students, while slightly below the threshold, demonstrated substantial individual progress compared to their pre-intervention performance. Throughout the research process, ethical considerations were consistently upheld. Students' identities were anonymized in documentation, and parental consent was obtained prior to the start of the study. Efforts were made to ensure that no student felt singled out or disadvantaged during the instructional activities. The researcher maintained transparency with school administrators and collaborated with fellow teachers to align the intervention with school policies and curriculum guidelines.

The methodology of this study supports the notion that action research, when executed with thoughtful planning and responsive adaptation, can be an effective means for addressing specific classroom challenges. It empowers educators to not only identify problems but to become active agents in crafting, testing, and refining pedagogical solutions grounded in real-time evidence. Moreover, the use of concrete teaching aids aligns with established theories in cognitive psychology and constructivist learning, which posit that learners construct knowledge more effectively when concepts are linked to tangible experiences. For young learners, particularly those in early primary education, abstract concepts such as social roles are more easily internalized when introduced through physical representations and familiar contexts. The flexibility of action research also allowed the researcher to adjust methodologies in response to student needs. This adaptability is one of the greatest strengths of the approach, as it respects the dynamic and often unpredictable nature of the classroom. It also encourages ongoing reflection, which is essential for continuous professional development.

Another methodological strength of the study lies in the diversity of data collection methods. By combining quantitative data from assessments with qualitative data from observations, interviews, and reflections, the researcher was able to develop a holistic understanding of the learning process. This triangulation of data adds rigor and validity to the findings and ensures that conclusions are supported by multiple forms of evidence.

The success of the intervention underscores the importance of instructional design that is both learner-centered and contextually relevant. In this case, the integration of culturally familiar family scenarios and locally meaningful visual aids helped bridge the gap between curriculum content and the students' lived experiences. This contextualization plays a critical role in meaningful learning, especially for young children. The research process not only benefited the students but also enhanced the researcher's own pedagogical skills. Through repeated cycles of reflection and refinement, the researcher gained deeper insights into student behavior, learning preferences, and classroom management strategies. The experience reinforced the value of teacher-led inquiry as a tool for improving educational practice.

The methodology adopted in this study provides a viable framework for similar interventions in other educational settings. Teachers seeking to address conceptual misunderstandings or low engagement in their classrooms may find action research to be an empowering approach. It allows educators to develop interventions that are uniquely tailored to their students' needs, rather than relying solely on generic solutions. In conclusion, this research methodology successfully facilitated a targeted intervention that

improved student comprehension of social studies material in a second-grade classroom. The deliberate integration of concrete teaching aids, combined with reflective instructional strategies, led to measurable improvements in both academic performance and classroom engagement. The study demonstrates the effectiveness of action research in producing context-sensitive solutions that can transform teaching and learning in meaningful ways.

## **RESULTS**

The implementation of the first cycle of the classroom action research revealed significant improvements in students' understanding of the material on the roles and positions of family members. Prior to the intervention, students exhibited limited comprehension of the topic, as evidenced by their responses during pre-assessments and classroom discussions. Many students struggled to identify and describe the various roles within a family, often providing vague or incorrect information. Following the introduction of concrete teaching aids, such as family role cards, family tree diagrams, and role-play activities, students demonstrated increased engagement and participation in learning activities. Observations during the first cycle indicated that students were more attentive during lessons and actively involved in group discussions. The use of tangible materials appeared to facilitate a deeper understanding of abstract concepts related to family roles. The post-cycle assessment results further supported the positive impact of the intervention. The average score of students increased from 65% in the pre-assessment to 80% in the post-assessment, indicating a notable improvement in comprehension. Additionally, the percentage of students achieving the minimum competency standard (KKM) rose from 60% to 85%, reflecting enhanced academic performance.

Qualitative data collected through student interviews and teacher observations provided additional insights into the effectiveness of the concrete teaching aids. Students reported feeling more confident in their ability to explain family roles and expressed greater interest in the subject matter. Teachers noted that students were more willing to participate in class activities and demonstrated improved communication skills. Despite these positive outcomes, some challenges were observed during the first cycle. A few students continued to exhibit difficulties in grasping certain concepts, particularly those related to extended family structures. These students required additional support and personalized instruction to fully comprehend the material.

In response to these challenges, the second cycle of the research focused on refining the instructional strategies and providing targeted interventions for students who needed further assistance. The concrete teaching aids were adapted to include more detailed representations of extended family relationships, and additional activities were incorporated to reinforce learning. The implementation of the second cycle yielded even more promising results. Students who had previously struggled showed significant progress in their understanding of family roles. The average score in the post-assessment increased to 90%, with 95% of students meeting the KKM. This indicates that the adjustments made in the instructional approach effectively addressed the learning needs of all students. Observations during the second cycle revealed that students were more confident in discussing and explaining family roles. They demonstrated a greater ability to apply their knowledge in various contexts, such as creating their own family trees and role-playing different family scenarios. The use of concrete teaching aids continued to facilitate active learning and promote critical thinking.

Feedback from students highlighted the value of the concrete teaching aids in making the learning experience more relatable and enjoyable. Many students expressed that the hands-on activities helped them better understand the material and retain information more effectively. Teachers also reported a more dynamic and interactive classroom environment, with increased student collaboration and peer support. The overall findings from both cycles of the classroom action research indicate that the use of



concrete teaching aids significantly enhanced students' understanding of the material on the roles and positions of family members. The intervention not only improved academic performance but also fostered a more engaging and inclusive learning environment. In conclusion, the results of this study underscore the importance of utilizing concrete teaching aids in elementary education to support conceptual understanding and promote active learning. The positive outcomes observed in this research provide a compelling case for integrating such instructional strategies into the curriculum to enhance student learning experiences and outcomes.

## **DISCUSSION**

The purpose of this research was to explore whether the use of concrete teaching aids could significantly enhance the comprehension of students in understanding the concepts of family roles and positions in a second-grade classroom at MI Al Huda Mangli. The results showed that students' performance and participation levels increased markedly, suggesting that the introduction of tactile, visual, and interactive materials made a tangible difference in their learning process. These findings are in line with the theory of concrete operational development as proposed by Piaget, which emphasizes the importance of hands-on learning in children aged 7 to 11. Students at this developmental stage learn best when they can manipulate objects, explore through trial and error, and connect abstract content to real-life experiences. The use of family role cards, family tree models, and miniature family figures allowed learners to visually and physically engage with concepts that otherwise might be difficult to grasp through lecture-based instruction alone. These tools bridged the gap between abstract social studies material and the students' everyday experiences within their own families.

The increase in average scores from pre- to post-cycle assessments provided quantifiable evidence of learning improvement. Not only did students exhibit better test performance, but qualitative data revealed a higher level of enthusiasm and confidence when engaging in related tasks. This change underscores the dual impact of the intervention: cognitive development and affective growth. Students were not only learning better; they were enjoying the process more. The students' increased ability to articulate the roles of family members, differentiate between nuclear and extended families, and explain the responsibilities held by each member is evidence of deeper conceptual understanding. In the first cycle, some misconceptions were still present, particularly in distinguishing the roles of grandparents and extended relatives. However, by the second cycle, these conceptual gaps had largely been filled, suggesting that repeated exposure to varied representations of the content helped reinforce learning.

The discussion also includes the emotional dimension of learning, which was highly visible throughout the intervention. Many students displayed increased comfort in sharing stories about their families, which created a more trusting and supportive classroom climate. This aspect of the learning environment is crucial, especially for younger children, as emotional safety can significantly affect learning outcomes. Peer collaboration played a vital role in facilitating understanding during both cycles. Group work with concrete aids enabled students to explain ideas to one another, often rephrasing complex information in ways that made it easier for peers to understand. The social aspect of learning, often undervalued in traditional instruction, became central to meaning-making during the activities. The improvement in classroom dynamics suggests that concrete aids not only improved individual understanding but also positively influenced classroom culture. A shift was observed from passive listening to active participation. Students asked more questions, helped one another, and demonstrated curiosity, which are all indicators of an engaged learning community. In reflection sessions, students often cited specific tools—such as miniature figures and illustrated charts—as the reason they could finally “see” and understand the topic. This supports the notion that visual learning is especially effective



for young learners, who benefit greatly from the clarity that images and models can provide over abstract verbal explanations.

The results also demonstrate the importance of teacher adaptability in the implementation of innovative instructional strategies. After the first cycle, the teacher modified the approach based on student needs, particularly in simplifying the explanations and allowing more time for exploration. This flexible teaching response contributed significantly to the success of the second cycle. Scaffolding was another essential factor in supporting students who initially found the topic challenging. By breaking down the material into smaller, manageable segments and linking each new piece of information to the previous one, the teacher made it easier for all students to keep pace with the lesson and gradually build understanding.

The findings align with constructivist learning theory, which argues that learners construct knowledge actively through interaction with their environment and with others. In this study, the use of real-life scenarios, storytelling, and physical representations empowered students to form their own understandings and correct misconceptions through experience and dialogue. By giving students autonomy during group activities and allowing them to physically engage with content, the intervention respected the principle that learners are not passive recipients of knowledge but active participants in the learning process. This active engagement is critical in early education, where attention spans are limited and motivation is largely driven by interest and enjoyment. Moreover, the research supports the broader educational shift toward multimodal instruction. Integrating visual, auditory, and kinesthetic modes into a single lesson has been proven to address various learning styles. In this case, the concrete aids touched on multiple modalities, thereby catering to the diverse needs within the classroom.

It's important to note that while the majority of students benefited from the intervention, a few continued to require additional support. These outliers highlight the need for differentiated instruction even within the context of an overall successful strategy. Future implementations should consider how to layer support structures for students who do not respond as quickly to the primary intervention. Another factor that may have influenced the success of the intervention was the alignment between the content and the students' lived experiences. Most students could relate to the concept of family and recognized the roles discussed in class as part of their daily lives. This familiarity enhanced their ability to internalize new information.

The improvement observed in communication skills is also worth discussing. As students became more confident in their understanding, they were more willing to express themselves. This was visible in both formal assessments and informal classroom discussions. Vocabulary acquisition, use of full sentences, and clarity of explanation all showed development. The role of formative assessment in guiding instruction during the action research cannot be overlooked. Feedback gathered through daily observation, quizzes, and student reflections allowed the teacher to modify strategies in real time. This responsive teaching approach is a hallmark of effective pedagogy and essential for successful classroom action research. A significant pedagogical insight gained from this research is the importance of pacing. During the first cycle, it became evident that too much content delivered in a short time span overwhelmed some students. Adjustments made in the second cycle, including the division of content into shorter segments, greatly improved student comprehension and reduced classroom fatigue.

This study reaffirms the principle that teaching is not merely the transmission of knowledge, but the creation of conditions under which learning can occur. Concrete teaching aids served as a powerful means of creating such conditions, transforming abstract content into something that students could see, touch, and manipulate. The effective integration of concrete teaching aids into a curriculum should be accompanied by teacher training and planning. While the tools themselves are simple, their impact depends greatly on how they are used. Proper questioning techniques, timing, and classroom management strategies all contribute to the success of such an intervention.

From a curriculum design perspective, the research suggests that social studies material—often regarded as dry or overly abstract—can become engaging and memorable when taught through active, hands-on methods. This insight has implications for curriculum developers and policymakers, especially in early grade education. Furthermore, the study demonstrates the power of action research as a professional development tool. It not only generated knowledge about effective teaching practices but also empowered the teacher to reflect critically on their work and improve their own methods. This cycle of reflection and improvement is key to educational growth. The collaborative spirit fostered through the intervention is another outcome worth highlighting. By encouraging students to work together, share ideas, and explain their thinking, the classroom evolved into a community of learners. This is particularly beneficial in religious or value-based schools like Madrasah Ibtidaiyah, where social harmony and cooperation are emphasized.

The use of concrete aids also had the unintended benefit of increasing parental engagement. Some students brought stories and materials from home to share in class, and parents reported that their children discussed the lessons more frequently at home. This home-school connection is valuable in reinforcing learning. It should also be acknowledged that while the intervention proved successful in this context, its transferability to other schools may depend on several factors such as class size, available resources, teacher training, and institutional support. However, the basic principles remain sound and adaptable. One recommendation that emerges from the discussion is the need for creating a repository of teaching aids that teachers can easily access. Having a bank of culturally relevant and curriculum-aligned materials would make it easier for more teachers to adopt similar methods without the barrier of preparation time.

Technology could also play a supportive role in enhancing the effectiveness of concrete teaching aids. Digital representations, interactive whiteboards, or simple tablet-based simulations could add another layer of interactivity, especially in schools with access to such resources. Additionally, further research could be conducted to explore the long-term retention of knowledge acquired through the use of concrete aids. While this study shows promising short-term results, follow-up studies would help determine whether the conceptual understanding is sustained over time. The findings also raise questions about the potential of combining concrete and abstract teaching methods. A hybrid approach could guide students from concrete experiences toward abstract thinking gradually, creating a bridge between foundational knowledge and higher-order reasoning.

It is equally important to consider the role of language development during such interventions. As students engage with materials and with one another, they are not only learning content but also developing communication skills that are essential for academic success across subjects. In summing up this discussion, it is clear that the use of concrete teaching aids significantly enhanced the learning experience and academic outcomes of second-grade students studying family roles. The method was effective because it acknowledged students' developmental stage, learning preferences, and need for experiential learning. The transformation in student behavior from passive recipients of knowledge to active constructors of meaning underscores the importance of pedagogical strategies that are both age-appropriate and engaging. Such approaches do not merely transfer information but inspire genuine understanding. Ultimately, this research contributes to the growing body of evidence that meaningful, context-based, hands-on learning is not just beneficial but essential in early childhood education. The success of this intervention provides a model for other educators seeking to improve student understanding in foundational subjects.

## **CONCLUSION**

Based on the findings of this classroom action research, it can be concluded that the use of concrete teaching aids significantly enhanced the understanding of second-grade students

regarding the roles and positions of family members. The implementation of these aids provided students with tangible, visual, and experiential learning tools that helped bridge the gap between abstract concepts and real-life understanding. Throughout both research cycles, students showed marked improvement in their ability to describe family roles, identify familial responsibilities, and differentiate between members of nuclear and extended families. These outcomes were reflected in both the increased assessment scores and the observed growth in classroom engagement, confidence, and participation. The effectiveness of the concrete teaching aids was not only evident in cognitive outcomes but also in the development of students' communication skills and cooperative behaviors. As students interacted with physical models, visual diagrams, and collaborative group tasks, they demonstrated greater willingness to express their thoughts, ask questions, and help one another. The role of student-centered learning became especially apparent, as learners were empowered to construct meaning actively rather than receive information passively. Furthermore, the adaptability of the intervention allowed the teacher to address diverse student needs by modifying materials and pacing, thereby creating a more inclusive and responsive learning environment. In summary, this research highlights the importance of utilizing innovative and developmentally appropriate instructional methods in early childhood education. The use of concrete teaching aids proved to be a practical and effective strategy to foster meaningful learning, especially for content that is conceptual or relational in nature, such as family roles. It is recommended that educators incorporate such tools into their daily instructional practices to enhance student comprehension and engagement. The success of this study also emphasizes the value of classroom-based research as a means for teachers to reflect upon, improve, and personalize their teaching practices based on real-time observations and student feedback.

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