

Enhancing Cooperative Capability and Outcomes Learning PPKn through the Learning Model Problem Based Learnings on Students Class III Elementary School

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1. ABSTRACT

Problem main in study This is Not yet maximum ability Work same and gain results Study PPKn student class III school basic. Study This aim For know enhancement ability Work same and result Study PPKn through learning models Problem-Based Learning for students class III at school basic. Type study This is Study Class Action (PTK). A subject study totaled 27 students. PTK design includes planning, action & observation, and reflection. Research results show that there is enhancement ability Work same and result Study PPKn. The average yield study on pre-cycle was 58.90 in cycle I increased to 69.72 and in cycle II to 84.07. Percentage of completeness students in cycle I by 55% and cycle II by 88%. Ability Work The same students also experience an upgrade, on pre-cycle ie 58.20%, in cycle 1 increased by 70.10%, and in cycle II to 84.65%. So can be concluded that learning with applied learning models and Problem-Based Learning can increase the ability to work the same and result in Study PPKn for students in class III at school basic.

Keywords: *Ability Cooperation, PPKn Learning Outcomes, and Problem-Based Learning Learning Models.*

2. INTRODUCTION

Education has a very role important for the development of a Country. Education isn't only about education in a manner of understanding or knowledge Of course, education also makes participants educate loving the human homeland and have a sense

of nationality as taught in eye Citizenship Education (PPKn) lessons.

Based on Law no. 20 of 2003 in Article 37 paragraph (1) Citizenship Education is one mandatory material loaded in curriculum education basic, education secondary, and education high. Objective PPKn in SD namely form citizens who know, want, and are aware will rights and obligations (Ruminiati 2013: 1-26). Education Pancasila And Citizenship (PPKn) is one type of subject that highly upholds the values of Pancasila. Matter This aim exists development And effort inpreserving the noble values and moral culture of the Indonesian nation. Through the eyesof Civics lessons, students learn various things that are useful for the improvement of character, and knowledge, and for instilling values in Pancasila in life a day day. After learning eye lessons the, expected student is capable imitate attitudesfollowing the Pancasila precepts so that they can become citizens Which is Good.

Based on observations made in class III, obtained information that the criteria minimum completeness eye lesson PPKn is 75. From the specified KKM 75, many students value Not yet reached the criteria minimum completeness. Matter This show that the results Study Which achieved student are Still low. Study results are the ability of students to fulfill something stages achievement results from Study students rated through gift test, (Nur et al., 2016: Rosnah, 2017). Besides that, p there when learning takes place, ability Work owned by the same participant still teaches low. it because distribution work yet equally in a group, only there is several participant active learner participating in the processing task group. Cooperation is *_ a soft skill* To develop the ability to collaborate in solving something problem in life (Haryanti, 2020: 08). Skills cooperation is one prowess must live owned by students Because can be beneficial To increase Workgroup and determine the successful connection in society (Hapsari and Yonata, 2014: 182)

Collaborating provides many good benefits for participants and students, especially in terms of developing attitudes and character. Matter This requires teachers to develop learning models that are effective in increasing the ability of cooperation and achieving targets learning Which has been determined. Planting Skills and cooperation are very required, including respect for the opinion of others, encouraging participation, dare asked, pushing Friends To ask, taking turns, and sharing tasks (Isjoni, 2011: 63).

There are many learning models developed by experts in business optimizing results Study participant students, including learning models contextual, learning models cooperative, learning model expository, learning model inquiry, and learning based problem (Diana Muslichatun, 2016). One-of-a-kind model has enough potential to be developed in support of learning namely the learning model Problem-Based Learning (PBL). according to Bern and Erickson in Kokom Komalasari (2014: 59) states that " learning based problem (Problem-Based Learning) is strategy engaging learning student in solving the problem with integrate various concepts and skills from various discipline science ". Strategy This covers collecting and uniting information and presenting discovery. According to Rutiah (2017) states that "Problem-Based Learning Model is a learning model that makes participants educate more active in think and understand the material in a manner group with do the investigation to real problem surrounding so that participant educate get deep impressions and more meaning about what are they learn ". Proficiency in learning and motivating students To develop the ability to think the level of high impact to results Study students (Gunantara, 2019). With there is a learning model Problem Based Learning the teacher gives a problem so that students can increase their prowess in solving a problem, students easier remember the material learning that has learned, and the teacher gives strengthening so that can increase understanding student to teach materials,

improve relevant abilities with the world of practice, buildability Work same, According to Hosnan (2016: 841) states that " the steps of the PBL learning model are: 1) Orientation students on the problem. 2) Organize students To learn. 3) Guiding individual and group investigations. 4) Develop and present results works. 5) Analyze and evaluate the solving process problem ".

The success of the learning model Problem-Based Learning is Already proven with existing results study from Which has been held by Sri Hidayati. Based on the study the application of the PBL model can improve PPKn learning outcomes in students class V SDN 113/X Pandan Makmur Jambi in even semester (two) 2019/2020 academic year. 2) The learning outcomes in the first cycle were 66.94% and in cycle II 81.11% with good category.

because That enhancement ability Works the same and results Study PPKn very expected after the application of learning models Problem-Based Learning. Study This aim For know ability improvement Work same and result Study PPKn using learning models Problem-Based Learning for students class III school basic.

3. RESEARCH METHODS

3.1 Participants and Context

Study action class This was carried out at home at one elementary school located in Yogyakarta. subject in study This is student class III B even semester year lesson 2022/2023 totaling 27 students consisting of 13 students and girls There is 14 female student Type research used is study action class. Focus study This is enhancement ability Work same and result Study students on learning PPKn through learning models Problem-Based Learning.

3.2 Materials

Data collection techniques used that is observation and test with instrument form sheet observation and test results Study student. According to Magdalena, et al (2021:69), "test made one tool For do measurement, that is tool For gather information characteristics something object. Study test This is used To measure test results Study eye lesson PPKn. Form test choice double and also essay. Sheet observation is used For the recording process Which happens the moment learning going on. Observation activities aim to determine the increase in the cooperation ability of class III students.

3.3 Collection and Analysis

Data analysis was used in this study using quantitative analysis and qualitative. Data quantitative was obtained from the results Study And activity student. Results Study was obtained through a test conducted at the end of learning. Data Qualitative is data That form information in the form of a sentence with the goal For describe something activity lesson. Data qualitative study This obtained from results observation in descriptive analysis to obtain data regarding improvement ability Work The same participant educate in following learning PPKn use model learning Problem-Based Learning.

3.4 Consideration Ethical

Study action class is something from research that is the problem there is in the class and perceived by teachers, research held For repair learning that has been done before (Saraswati, 2017). The PTK model used in the study This is the Kemmis -Mc spiral model. Taggart. those models share One cycle procedure study action class become four stages that are planning, action, observation, and reflection. Stages This going on in a manner over and over again until the objective study is reached. Step

first on each cycle is drafting the plan of action. Stages next implementation and at the same time observation to implementation action. Observation results are then evaluated in the form of reflection. If the results reflection cycle First show that implementation action does Not yet give results as expected, then next arranged Again plan For carried out in cycles second. Thereby so on until a cool result is truly reached.

3.5 Limitations Studies

Limitations study must pay attention not to happen mistakes in its use. As for the study of the limitations, This is as follows:

1. LCD time dead moment used.
2. Condition class is hot and cramped so k less comfortable for the learning process.
3. Some students are less fit during the learning process.
4. There are chattering students when the teacher delivers material.
5. Other factors have not been controlled as possible influence results Study students for example motivation students and teachers and so on

4. RESULTS AND DISCUSSION

Before implementing Study This Class Action, create all something needed such as Plan Implementation Learning (RPP) with material learning PPKn using the Learning model Problem-Based Learning with several instrument supporters such as teaching materials, LKPD, learning media, etc. Study This is a study action class (PTK) that aims To increase the ability to work the same and result in Study PPKn through learning models Problem-Based Learning for students in class III. Stage beginning in study This started with do action Preliminary (prusiks) aims To make it easy for research to be done to obtain results appropriate research with hope

researcher. In the implementation action recycle this, the researcher does observation to teachers and students in class III to know classroom learning, either in implementation activity Study students, method as well as the model used by the teacher in teaching. In matter, This Researchers also act as teachers. As for the learning process teach refers to the planned lessons learned and prepared. Observation (observation) carried out together with implementation Study teach. At the end of the learning process teacher and the student are given test formative I with the objective For know the level of success the student in the learning process teach who has done. The result of data research in the cycle, I am as follows:

Table 1 Recapitulation of Test Results Formative Students in Cycle I

Description	Cycle 1 Results
Average test score formative	67,92
Amount completed students Study	15
Percentage completeness Study	55%

From the table above can be explained that by applying the Problem-Based Learning model obtained the average value of the results Study student is 67.92% and the completeness Study reaches 55% or there are 15 students out of 27 students Already complete learn. those results show that on cycle First students are Not yet complete learning, because students who get marks more than 75 only by 55%. This thing caused Because students Still feel new and yet understand what teachers mean and use with apply learning model Problem-Based Learning. As for constraints during the learning process cycle I ie several students Still are

Not yet brave to convey opinions and yet all students involved are active in the delivery of ideas For finishing assignments given by the teacher. In cycle, I still have Lots of participant students who haven't gotten marks above KKM. From lack that, the researcher plan repair For carried out in cycles next that is cycle II.

Table 2 Recapitulation of Test Results Formative Students in Cycle II

Description	Cycle II results
Average test score formative	84.07
Amount completed students Study	24
Percentage completeness Study	88%

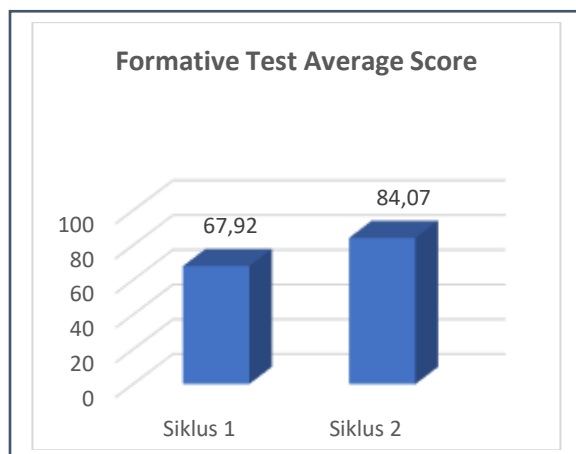


Figure 1
Test Grade Average Formative

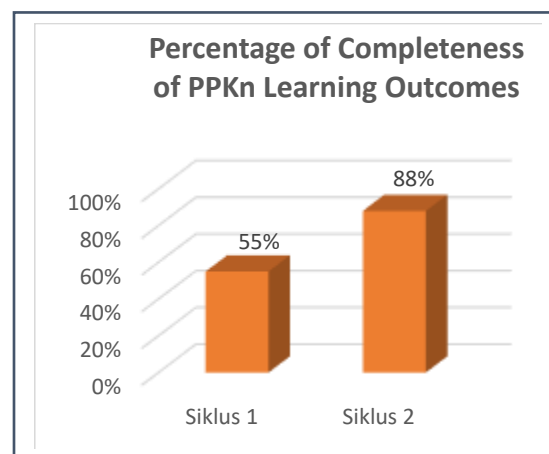


Figure 2
Presentation Mastery Learning Outcomes

Table cycle 2 above, got described that the average value obtained is 84.07. With completed students Already Lots with a total of 24 students with a percentage

of 88%. So that No Need Again continues in the cycle next. There is an enhancement results study in cycle II influenced by the presence enhancement teacher's ability to apply the learning model Problem-Based Learning so that students become more get used to and more easily understand the material that has been given.

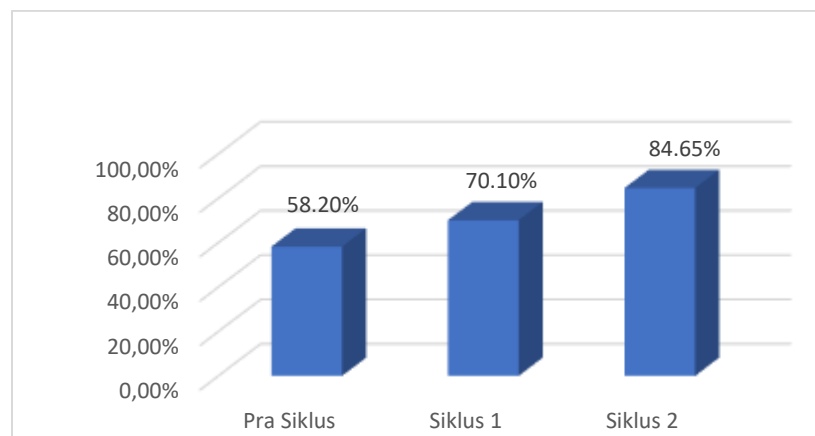
Based on the results data analysis from all actions that have been carried out in cycles I and II were seen exists significant improvement. Every problem in cycle I have sought A solution and fix Then applied to cycle II. In cycle II it has happened more improvement Good compared to cycle I. In cycle II, the results Study student experience improvement. The average yield study on pre-cycle was 59.80 in cycle I increased to 69.72 and in cycle II to 84.07. Percentage of completeness students in cycle I by 55% and cycle II by 88%. Enhancement can set the desired target researcher can be achieved with ok. After carrying out the process of activities and stages of learning in cycles I and II, then can interpret that application learning using learning models Problem-Based Learning can increase results Study PPKn student class III school basic.

Ability Work The same research use method observation. at the moment learning going on, and students are given must task resolved in a manner group. Through activity discussion, participants educate can Study For cooperation. Based on data analysis performed from every cycle, obtained results that student experience increases in each cycle. Following improvement data analysis cooperation students.

Table 3 Analysis and Improvement of Student Cooperation

Cycle	Amount Student	Percentage Ability Cooperation
Pre Cycle	27	58.20%
I	27	70.10%
II	27	84.65%

Following This can be seen enhancement Skills cooperation from pre-cycle, cycle I, and cycle II in the figure.



**Figure 2 Graph Comparison Percentage Ability Cooperation
Pre-Cycle, Cycle I, and Cycle II**

Based on the results data analysis from all actions that have been carried out in cycles I and II were seen exists very improvement significant. For every problem in the cycle, I have sought A solution and fix Then applied it to cycle II. In cycle I not yet the whole student can Work The same with good and participate in learning and discussion. There are several fewer students active and participate in learning and discussion. From lack that, the researcher plan repair For carried out in cycles next that is cycle II. The average increase in pre cycle namely

58.20%, to 70.10% in cycle II and it happened increase in cycle III ie of 84.65%. Findings the research above in cycles I and II, in line with what is written in the research relevant previously by Agung Rimba Kurniawan, Silviana Noviyanti, and Arsil about Optimization of Problem Based Learning Models Multimedia Assisted for Increase Skills Teamwork in Elementary School, that problem cooperation student can resolve with a student-oriented model (Kurniawan et al., 2019: 14).

Based on the description above, then use of learning models Problem-Based Learning capable increase ability cooperation student class III students school basic. Research results show exists enhancement cooperation among students in cycle I and cycle II. Results on pre-cycle namely 58.20%, the first cycle increased by 70.10%, and the second cycle became 84.65%. The increase obtained in the research This because this model can change conditions of passive learning become active and demanding student For Can solve a given problem through a discussion group, so student Study For Work The same with Good in a group, That students, can too find Alone learned knowledge so that learning easy understood, p the capable increase results Study student. Through learning models and Problem-Based Learning, students can be motivating students and reinforce their knowledge alone. Study This is supported by other researchers that exist enhanced results Study students through the application of learning models Problem-Based Learning, (Mairani, 2017).

5. Conclusion

Based on the results of research that has been exposed during two cycles, the result whole discussion as well as the analysis that has been done can be

concluded as give me :

1. Study results from PPKn obtained student class III with implementing learning models Problem-Based Learning experience enough improvement significant reviewed of mean and completeness mark results learn. Average value results Study pre-cycle that is from 59.80 then in cycle I to 69.72 then in cycle II to 84.07. Completeness learning also experiences enhancement from pre-cycle 25.92%, cycle I to 55%, and cycle II to 88%. Thus, the results of Study PPKn participants educate class III experienced enough improvement significant after the learning model implemented Problem-Based Learning.
2. Implementation learning in class III with applied learning models Problem-Based Learning capable increase the ability of students to cooperate. Enhancement ability Work The same student can be seen based on results pre-cycle namely 58.20%, the first cycle increased by 70.10%, and the second cycle became 84.65%.

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