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INCREASING 5TH GRADE STUDENTS' ACTIVITY AND LEARNING OUTCOMES THROUGH THE PBL LEARNING MODEL

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Abstract

Education is an effort made by an educator to provide knowledge and train the potential that exists in a student. Good education and the activeness of students in participating in learning will obtain optimal learning results. However, there are still some students who are less active in participating in learning so that it affects their learning outcomes. The lack of student activity is caused by learning models that are less varied. The purpose of this study was to increase the activity and learning outcomes of 5th grade elementary school students in the learning material "Economic Business" using the PBL model. This type of research is Classroom Action Research conducted in two cycles. The research subjects were 28 grade 5 elementary school students. Data collection techniques used observation and documentation. Data analysis techniques in the form of qualitative and quantitative analysis techniques. The results showed that the mastery of student learning outcomes from the start of the pre-cycle was 39%, cycle-1 became 78.5%, and cycle-2 became 92.5%. The activeness of students also increased from pre-cycle there was 50.3%, cycle-1 became 60.75%, and cycle-2 became 83.5%. So it can be concluded that the PBL model can increase the activity and learning outcomes of students, with an increase in the proportion of each cycle.

Keywords: activeness, learning outcomes, problem-based learning

Introduction

Education is something that must be done, because in education we will carry out a learning process from which potential future generations of the nation will be created. Education is also a

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planned effort from a teacher to train the potential that exists in a student. Education according to Ki Hadjar Dewantara's own opinion means an effort to cultivate character and thoughts that must be in line with and not separated from children's development (Syafril and Zelhendri Zen: 2017). So that in providing education to a child it should not conflict with its growth and development and values of character must be instilled in every educational process that is carried out.

Good education will affect one's learning outcomes, because with the right processes and methods will produce optimal results. However, a person's learning outcomes will vary, according to how they perceive learning and how active they are in learning activities. While learning outcomes are very important as a measure of their success in learning, all of this can be seen from the value of their knowledge, skills and attitudes. Rusman (2015), said that learning outcomes are an experience gained by students which includes cognitive, affective, and psychomotor domains. A person's success is motivated by several factors, both internal and external. In addition, the activeness of students in asking guestions and doing assignments from the teacher can also affect one's learning outcomes. Because with an active student in learning activities it can prove that he understands the lesson and can follow it well, it is different if he is not active because the student may not understand and dare not express his opinion. So that activeness greatly affects one's learning outcomes. Agree with the opinion of E. Mulyasa (2002) who argues that successful and guality learning is when at least 75% of students are actively involved, both physically, mentally and socially in the learning process. Activeness according to Dierich (in Hamalik: 2013) has several indicators, namely visual activities, oral activities (oral), listening activities, writing activities, drawing activities, metric activities, mental activities, and emotional activities.

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Based on the results of my observations in the VA class at Ngupasan Elementary School, I see that there are still many students who are less active in participating in learning, they pay less attention to the teacher explaining the material. During learning, many students were less active and only a few answered and asked questions. The learning model used is still less varied and monotonous. Teachers still use the lecture method, write on the blackboard, and questions and readings are still centered on student books. Especially when studying science with learning materials that are difficult to understand and less interesting. Students still get scores under the KKM. To overcome this problem, it is necessary to have Classroom Action Research (CAR). According to Muhammad Djajadi (2019) Classroom Action Research (CAR) is a study conducted in the classroom. Meanwhile, according to Zainab Aqib & Ahmad Amrullah (2018), Classroom Action Research (PTK) or Classroom Action Research (CAR) is research conducted by teachers in classes or schools with the aim of improving learning processes and outcomes using interesting learning methods. In addition, an interesting and easy method is needed for students to understand, especially for science subjects. This is a challenge that must be faced by a teacher, namely choosing an appropriate learning model to be applied during the learning process and can make students active and understand. The appropriate learning model for this problem is a problem-based learning model, namely Problem Based Learning (PBL).

According to Anugraheni (2018) the PBL Learning Model is a learning model that involves students in a problem that must be worked on in groups, where all group members actively work together to find existing problems and ways to overcome them. With this learning model students practice to sharpen their ability to acquire knowledge and hone skills in critical thinking to solve problems. This model can also increase student activity in thinking and working with group mates. Students will be more active in asking and seeking answers to any existing problems. Based on

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the existing problems, I, as a researcher, am motivated to conduct research entitled "Increasing 5th Grade Students' Activity And Learning Outcomes Through the PBL Learning Model."

Methods

The type of research used is Classroom Action Research. According to Dwi Susilowati (2018) classroom action research is research that can be seen and directly felt the process and results to improve the learning process so that it is more improved than before. The research design used in this research is the PTK Model Kemmis and Mc. Taggart. According to Arikunto (2013), the Kemmis and Mc. Taggart is a development of Kurt Lewin's research model which consists of 4 components, namely: 1) Planning; 2) Treatment; 3) Observation; and 4) Reflection. The research will be carried out for 2 cycles in which there will be 2 meetings in each cycle. Before carrying out the stages of cycles 1 and 2, the researcher carried out pre-cycle actions.

The research subjects were 28 grade 5 elementary school students. The object of research is the activity and learning outcomes of Science Science on Economic Business material using the Problem Based Learning (PBL) model. Data collection techniques used in this study are observation and documentation. According to Sugiyono (2015) observation is the activity of observing an object, while documentation is a method used to obtain data and information in the form of books, archives, documents, written numbers and pictures which provide information to support research.

There are 2 data analysis in this classroom action research, namely qualitative and quantitative analysis (Arikunto, 2015). Data analysis according to Moleong (2011) is an effort that done by processing, organizing, sorting data so that it can be concluded and read, aims to produce and formulate something. According to Miles & Huberman (2014)

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analysis techniques data in qualitative research includes data collection, data reduction, data presentation, and drawing conclusions. Qualitative data were obtained from the results of the analysis of student activity during the learning process and quantitative data were obtained from student learning outcomes after working on multiple choice test questions and essays.

According to Arikunto (2010), 5 aspects were taken from the activity observation sheet, namely visual activities, oral activities, listening activities, and visual activities. writing, emotional activity. The following is a grid of observation guidelines:

Aspects	Indicators	
Visual Activities	Read books or teaching	
	materials	
Oral Activities	a. Asking question	
	b. Answer the question	
	c. Express opinion	
	d. Can carry out group	
	discussions	
Listening Activities	a. Listen to the teacher's	
	explanation	
	b. Listen to a friend's	
	presentation	
Writing Activities	a. Write down the results	
	of the discussion	
	b. Doing questions	
Listening Activities	g Activities Present the results of the	
	discussion	

Table 1. Table Observed Aspects and Active Indicators

Results and Discussion

The classroom action research model was carried out by applying the Problem Based Learning model to the Natural Sciences subject matter "Economic Business", carried out in

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stages. Initial activities are carried out by preparing an action plan, continued implementation, observation, and reflection. This research was conducted for two cycles, where in one cycle there were two meetings. Before carrying out cycle 1 the researcher carried out pre-cycle actions to measure student activity and learning outcomes by observing when the grade 5 teacher was teaching and looking at student grade data.

Based on the results of the researchers' observations, at the beginning of the cycle there was an increase in student learning activeness using the Problem Based Learning model. This can be seen from some children who are more active than before. However, more children are less active in participating in learning and are less focused on participating in learning activities. Researchers always make improvements from each cycle that is carried out so that it works optimally. So that from this research there can be an increase in the activity of a series of cycles that have been carried out. The following is a table of observations of students' activeness in the learning process using the Problem Based Learning model:

Indicstors	Score	Percent
Pre-Cycle	141	50,30%
Cycle 1	170	60,75%

Table 2. Table of Combanson of Pre-Cycle Sludent Activity, Cycle 1, Cycle	Table 2.	Table of (Comparison	of Pre-C	vcle Student	Activity, C	vcle 1. C	Cvcle 2
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Cycle 2	234	83,50%
Increasing the percent to Cycle I	ntage of Pre-Cycle	10,45%
Increasing the percer Cycle II	ntage of Cycle I to	22,75%

Based on the table above, it can be seen that there is an increase in student learning activities, starting from the pre-cycle, cycle 1, to cycle 2. Student activity during the pre-cycle was 50.3%, then cycle 1 increased to 60.75%, and cycle 2 increased to 83.5%. The increase in the percentage of cycles began to increase from 10.45% to 22.75%. By looking at the results of the table above, it can be concluded that students are very active in learning activities using the Problem Based Learning model, according to the criteria of activity according to Arikunto (2010), as follows:

Table 3. Table of Activeness Criteria	
Score %	Criteria
81-100	Very active
61-80	Active
41-60	Moderately Active
21-40	Less Active
0-21	Not active

Student learning outcomes are obtained from evaluation tests at the end of each cycle, while pre-cycle scores are obtained from class teacher grade data. The evaluation test questions consist of 10 questions with 5 multiple choice questions and 5 essay questions. The evaluation assessment is carried out 4 times for 4 meetings and each meeting will have a pretest and posttest. After implementing the Problem Based Learning

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Learning model, grade 5 student learning outcomes in the material "Economic Business" are in the very high category, based on the opinion of Mulyani & Muhtadi (2019)

Score %	Criteria
	Vory high
80≤P≥100	very nigh
60≤P≥80	High
	Enough
40≤₽≥60	LIIUUgii
20≤P≥40	Low
0 <p>20</p>	Very low
	-

Table 4. Table of Learning Outcomes Criteria

Figure 1. Percentage Comparison of Student Learning Outcomes



Based on the table above, it can be seen that there is an increase in student learning outcomes where the pre-cycle is 39%, there is an increase in cycle 1 pretest 50% and posttest 78%, then increases again in cycle 2 to pretest 67% and posttest 92.80%.

Conclusion

Based on the results of Classroom Action Research it can be concluded that the

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application of Problem Based Learning can increase the activity and learning outcomes of 5th grade elementary school students. This can be seen from the results of observations, pretest, and posttest of students, namely with an increase from the beginning of the precycle, cycle 1 and cycle 2. Student activity increased from pre-cycle 50.3%, cycle 1: 60.75% and cycle 2: 83 .5%. Students' cognitive learning outcomes also increased, namely precycle 39%, cycle 1: 50% to 78.5%, and cycle 2: 67.8% to 92.8%

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