Improving the Indonesian Learning Outcomes through Problem Based Learning at the Primary School Grade 3 Students in Indonesia

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1.   Abstract

Indonesian language learning in elementary schools is still low. Students have difficulty in identifying traffic sign symbols and their meanings in spoken, written, and visual texts. The purpose of this study is intented to improve Indonesian language learning outcomes through the Problem Based Learning (PBL) Learning. Model for third grade students or SD Negeri 1 Giripurwo. This type of study is Classroom Action Research (CAR) which carried out in SD Negeri 1 Giripurwo, Kapanewon Girimulyo, Kabupaten Kulon Progo. The subjects of this study are 15 students of 3rd grades consist of 5 male students and 10 female students. Data collection techniques using observation, tests, and documentation. Data analysis techniques are test analysis of learning outcomes and analysis of observational data. The results showed that through Problem Based Learning Learning Model can improve learning outcomes of Indonesian. The increase of Indonesian language learning outcomes can be seen from the average learning outcomes in pre-action by 57.60 to 73 with a success percentage of 67% or as many as 10 students. In cycle 1 and cycle II, the average value of learning outcomes increased by 80.73 with a success percentage of 86% or 13 students. These results have met the indicators of success in research. This percentage has met the indicators of success in research. The study is expected can be continued and developed in order to be better and useful for the world of education, especially the world of elementary school education.

Keywords: *Indonesian Language; learning outcomes; Problem Based Learning*

2.   Introduction

Education is something that is very important and fundamental for every individual. Education is the starting point for improving the quality of human resources. One of the various educations given to elementary school students is learning Indonesian. Learning Indonesian is one of the main subjects in the education curriculum in Indonesia.

Based on observations and interviews found problems in learning. During the Covid-19 pandemic, teachers still tended to use the assignment method, such as students learning only by listening to lectures from YouTube and assignments from the teacher, so they were often bored with too much material. In addition, teachers have not used varied and effective learning models that are attractive to students so that students still tend to be passive and their learning outcomes are low. So it is necessary to have an interesting learning model and motivate students so that learning outcomes will increase.

The problem based learning model can understand and build concepts in the material so that students can learn to read problem situations given by the teacher through investigations, integrating their knowledge skills in solving problems (Andi Prastowo, 2013: 79). Meanwhile, the opinion of Miftahul Huda (2013: 272) probelam based learning is problem-based learning designed so that students gain new participation abilities or skills in solving a problem.

It is hoped that using the Problem Based Learning (PBL) learning model is able to improve student learning outcomes. Based on the description above, it is necessary to conduct Classroom Action Research with the title "Efforts to Improve Indonesian Language Learning Outcomes Through Problem Based Learning (PBL) Models for Class III Students at SD Negeri 1 Giripurwo."

3.   Methods

3.1.   Participants and context

This type of research is Classroom Action Research (CAR). In general, there are four stages in classroom action research, namely planning, implementing, observing, and reflecting (Arikunto, 2010:17). The research was conducted at SD Negeri 1 Giripurwo. The research subjects were class III students, totaling 15 students. This research was conducted in April-August 2022. In this Classroom Action Research (CAR), the researchers planned 2 cycles of action using the Kemmis and Mc Taggart model research procedures. The hypothesis in this study is that the use of the Problem Based Learning (PBL) learning model can improve Indonesian learning outcomes in class III students at SD Negeri 1 Giripurwo.

3.2.   Material

The instruments used in this study were observation sheets, performance appraisal rubrics and documentation.

3.3.   Data Collection and analysis

Data collection can be done in various settings, various sources, and various ways. The way to carry out data collection techniques is through interviews, questionnaires and observation (Sugiyono, 2013: 193-194). In this study the data collection techniques used were observation techniques, tests, and documentation techniques. The instrument in this study was used to measure the extent to which the use of the Problem Based Learning

(PBL) learning model could improve Indonesian language learning outcomes for third grade students at SD Negeri 1 Giripurwo.

3.4.   Ethical Considerations

Quantitative data analysis techniques are used to calculate the average value of Indonesian language learning outcomes for students in each cycle and to calculate the observation score of the implementation of learning in the use of the Problem Based Learning (PBL) learning model by teachers and students. The indicator of success in this study was that in the cognitive domain at least 75% of all third grade students of Negeri 1 Giripurwo experienced minimal mastery of classical learning by achieving the Minimum Completeness Criterion (KKM) for Indonesian in class III SD Negeri 1 Giripurwo, namely 75.

3.5.   Limitations to the Study

Limitations to this Aaction Research study are that findings are closely integrated with their context. Thus, they are not generalizable to other contexts. There are also limitations to the study as regards the knowledge and experience of the authors. Being researchers with a background in language education, we have constructed the study out of our knowledge-base and view of the matter.

4.   Results and Discussion

Before the first cycle of action is carried out, the pre-action stage is carried out first. The data obtained at this pre-action stage are the results of the Even Semester UTS and the results of learning observations. This pre-action is intended to determine the extent to which students' learning outcomes are Indonesian before being given action. The results of the Even Semester UTS are 57,60.

The target of the average student score to be achieved is 75, if seen from the results of the existing Even semester UTS scores, the class average score is still far from what was expected. Based on the implementation of learning in cycle I, it shows that learning Indonesian has increased. This increase can be seen from the average Indonesian learning outcomes 72,74, and 73.

The table above shows the average Indonesian learning outcomes in class III students at SD Negeri 1 Giripurwo in cycle I of 73. When compared with the average Indonesian learning outcomes in the initial conditions, it can be seen that Indonesian learning outcomes have increased. During the initial conditions, the average grade III student at SD Negeri 1 Giripurwo was 57.60, while in cycle I, the average score was 73, resulting in an increase of 15.4.

In cycle I, apart from experiencing an increase in the average Indonesian learning outcomes, the percentage of achievement of success criteria also increased when compared to the percentage of achievement of success criteria at the time of pre-action. The table for increasing the achievement of the success criteria for learning Indonesian in the first cycle is as follows.

Table 3. Percentage of Achievement of Cycle I Success Criteria

Condition	Achievement of Success Criteria		
	Achieved	Belum Tercapai	Achieved
Preaction	3	12	20 %
Cycle I	10	5	67 %

Based on the table above, it is known that in the pre-action the number of students who achieved the success criteria, namely 3 students, increased to 10 students in the first cycle with the percentage of achieving the success criteria in the first cycle of 67% or an increase of 47% from the pre-action. The average value of the ability to write descriptions of class III students at SD Negeri 1 Giripurwo has not met the success criteria, namely 75 and the percentage of achievement of the success criteria has not reached 75%. To correct deficiencies in cycle I and to achieve success criteria, the researchers redesigned the action and continued research in cycle II.

In cycle II, apart from experiencing an increase in the average Indonesian learning outcomes, the percentage of achievement of success criteria also increased when compared to the percentage of achievement of success criteria during pre-action and cycle 1.

Table 4 Results of the Average Value of Cycle II

Meeting I	Meeting II	Cycle II
79,67	81,79	80,73

The table above shows the average Indonesian language learning outcomes for third grade students at SD Negeri 1 Giripurwo in cycle II of 80.73. When compared with the average Indonesian learning outcomes in cycle I, it can be seen that Indonesian learning outcomes have increased. During cycle I, the average grade III student at SD Negeri 1 Giripurwo was 73, while in cycle II, the average score was 80.73, resulting in an increase of 7.73.

In cycle II, apart from experiencing an increase in the average Indonesian learning outcomes, the percentage of achievement of success criteria also increased when compared to the percentage of achievement of success criteria in cycle I. The table of increasing achievement of success criteria for learning outcomes of Indonesian in cycle II is as follows.

Table 5. Percentage of Achievement of Cycle II Success Criteria

Condition	Achievement of Success Criteria		
	Achieved	Not Achieved	Achievement Percentage
Preaction	3	12	20 %
Cycle I	10	5	67 %
Cycle II	13	2	86%

Based on the table above, it is known that in the pre-action the number of students who achieved the success criteria, namely 3 students, increased to 10 students in cycle I, and in cycle II it increased significantly to 13 students with the percentage of achieving success criteria in cycle II of 86% or an increase 19% from cycle I. These results have met the success criteria previously set. The average Indonesian learning outcomes in class III students have met the minimum completeness criteria, namely 75 and the percentage of achievement of success criteria in cycle II has also exceeded 75%. So that the research is sufficient to be carried out until cycle II and does not need to be continued to the next cycle.

5.   Conclusion

Problem Based Learning Model can improve learning outcomes of Indonesian. The increase of Indonesian language learning outcomes can be seen from the average learning outcomes in pre-action by 57.60 to 73 with a success percentage of 67% or as many as 10 students. In cycle 1 and cycle II, the average value of learning outcomes increased by 80.73 with a success percentage of 86% or 13 students. These results have met the indicators of success in research. This percentage has met the indicators of success in research. The study is expected can be continued and developed in order to be better and useful for the world of education, especially the world of elementary school education.

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