Proceedings of International Conference on Teacher Profession Education
Yogyakarta, 29 July 2023

ISSN: 3025-020X

Increasing Student Activeness through Problem Based Learning Model of the 3rd Grade Primary School Student in Centra Java, Indonesia

Meiriski Trisnaningrum[1]*, Shanta Rezkita[2], and Laras Makarti[3]

[1-2]Universitas Sarjanawiyata Tamansiswa, Indonesia
[3]SD Negeri Karang Pule, Indonesia
**Corresponding Author e-mail:* meiriski6@gmail.com

1. Abstract

The background of the research was the low activity of third grade students at SDN Karangpule. This is shown based on the results of interviews with third grade teachers at SDN Karangpule. This study aims to determine the increase in student activity through the application of the Problem Based Learning Model in the third grade thematic learning at SDN Karangpule. This research is a type of classroom action research. The research was conducted in two cycles. The research setting is at SDN Karangpule, Central Java, Indonesia. The subjects in this study were grade III students of SDN Karangpule, totaling 13 students. The object of this research is student activity. Data collection techniques used are observation, questionnaires, and documentation. The data analysis technique used qualitative and quantitative data analysis techniques to determine the percentage of student activity in cycles I and II. The results showed that after applying the Problem Based Learning model in class III, student activity increased. This is indicated by an increase in student activity in the pre-cycle with a percentage of 49.3% in the sufficient category at the interval of 41% - 60%, increasing in the first cycle with a percentage of 59.6% in the sufficient category at the interval of 51% - 70% and increasing at cycle II with a percentage of 79.0% in the good category at intervals of 61% -80% and an increase from cycle I to cycle II of 19.6%.

Keywords: *Activity, Problem Based Learning, Thematic Learning*

ISSN: 3025-020X

2. Introduction

The 21st century is the era of globalization. The world is facing changes towards a new chapter that is far more complex than in previous centuries. The era of globalization is caused by advances in science and technology. This causes almost no part of the world to isolate itself from other countries. Globalization has had a major impact on various fields, one of which is education in Indonesia. Globalization demands a paradigm shift in the world of education with the aim of improving the quality (quality improvement) of education so that it can compete with the international world. The characteristics of the future world of work require the ability to think highly, solve problems and work collaboratively (Wagiran, 2007: 1). The consequence is that every country is required to improve the quality of education (Syafaruddin, 2002: 7-8). The quality of education can increase if it is supported by qualified human resources. One of the efforts to improve the quality of education is by improving the learning process.

Learning is a set of actions designed to support student learning. For students, learning is a process of interaction between various student potentials (physical, non-physical, emotional, and intellectual), interaction between students and teachers, students with other students, as well as the environment with concepts and facts, interactions of various stimuli with various directed responses. to bring about change.

ISSN: 3025-020X

To develop students' potential, it is necessary to apply an innovative learning model. In preparing for learning, teachers must understand the characteristics of subject matter, student characteristics, and understand learning methods so that the learning process will be more varied, innovative, and constructive in reconstructing knowledge insights and their implementation so that it will increase student activity, creativity, and activeness and educational goals can be achieved .

Based on the reality that there are most students are less enthusiastic in receiving lessons, they can be seen when learning takes place students tend to be silent, lazy, reluctant, afraid or embarrassed to express their opinions when answering questions. Problems that arise from within students are not only caused by the students themselves, but are also supported by the teacher's inability to create learning situations that bring students interested in the material being taught. The teacher is one of the determinants in education, because he directly seeks to influence, foster, and develop the abilities of students who learn to experience changes in knowledge, understanding, skills, values, and attitudes. Therefore, the teacher's ability to increase students' active participation in the learning process is one aspect that determines the success of the learning process. Teachers are required to be able to apply appropriate learning models, so as to create active, creative, and fun learning for students. There are still many teachers who use monotonous learning models such as lecture models which make students passive and quickly feel bored. To build student interest in a lesson, it is necessary to choose the right learning model, such as an innovative learning model. This has an impact on the low activity of students. This problem also occurs in students at SD Negeri Karangpule. Based on the results of interviews on December 15 2021 in class III of SD Negeri Karangpule, Sruweng

ISSN: 3025-020X

District, Kebumen Regency with a total of 13 students it was identified that student activity in participating in the learning process was still low. Based on the results of these interviews, we need a new learning model that is interesting and can involve students in learning. Teachers need to determine the appropriate learning model to apply. One alternative is to use a problem-based learning model.

The advantages of the problem based learning model according to (Sanjaya 2007 p. 45) include: (1) Challenging students' abilities and providing satisfaction to find new knowledge for students, (2) Increasing student motivation and learning activities, (3) Helping students in transferring knowledge students to understand real world problems, (4) Helping students to develop their new knowledge and be responsible in the learning they do. Besides that, PBM can encourage students to self-evaluate both the results and the learning process, (5) Develop students' ability to think critically and develop their ability to adapt to new knowledge, (6) Provide opportunities for students to apply the knowledge they have in the real world, (7) Develop students' interest in continuing to learn even though studying in formal education has ended, (8) Make it easier for students to master the concepts learned in order to solve world problems. This model is expected to increase the activity of class III students at SDN Karangpule.

ISSN: 3025-020X

3. Methods

3.1. Participants and context

This research was conducted at SD Negeri Karangpule. This research was conducted in class III of SD Negeri Karangpule which is located in Karangpule Village using a problem based learning model. When the research was carried out in the even semester of the 2021/2022 school year. This study uses a Classroom Action Research (PTK) approach which is divided into several cycles. Each cycle consists of planning, action, observation and reflection. Termination of the cycle is carried out if the research results match the predetermined success indicators.

3.2. Material

The research procedure was carried out in two cycles where each cycle consisted of the stages of action planning, action implementation, observation or observation and analysis or reflection. According to Arikunto (2013: 138-140) classroom action research is described as a whole through 4 stages, namely action planning observation and reflection.

3.2. Data Collection and analysis

The data collection techniques used were 1) Observation, to observe student activity during learning by applying the Problem Based Learning learning model to Class III Thematic learning 2) Questionnaires, used to support the main data. The questionnaire is a research instrument that contains a series of statements to capture data or information that must be answered by respondents in accordance with their opinions 3) Documentation, the documentation technique in this study is photos of research activities and notes containing things encountered or conditions of students in class during the learning process

.

ISSN: 3025-020X

3.3. Ethical Considerations

The instruments in this study were observation sheets and questionnaires which were used as guidelines in collecting data. With the observation sheet, the researcher will obtain data on student activities during the learning process and student behavior during the learning process. Another way to obtain data from respondents is to use documentation techniques. The documentation in this study is in the form of photos and videos that are used to visually describe the conditions that occur during the learning process and see in detail the activities during the learning process in the application of the Problem Based Learning Model to thematic learning. Student activity during teaching and learning activities through the Problem Based Learning learning model is obtained through observation and processed with the percentage formula, which is as follows: (Arikunto, 2010: 191)

$$\text{Percentage} = \frac{\text{obtained score}}{\sum \text{maximum score}} \text{ x } 100\ \%$$

3.4. Limitations to the Study

The hypothesis of this study is that the use of the Problem Based Learning learning model can increase student activity in Class III Thematic Learning at SD Negeri Karangpule in the 2021/2022 academic year.

4. Results and Discussion

The results of applying the problem based learning model showed an increase in student learning activity in the pre-cycle of 49.3%, an increase in cycle I of 59.6%, and an

ISSN: 3025-020X

increase in cycle II of 79.0% The average student learning activity increased by 19.4% from cycle I to cycle II.

In addition to observing the activeness of students in class, observations were also made in order to find out the teacher's implementation in using the PBL learning model, this observation was carried out by three peer observers. Based on the results of observations of the implementation of the PBL learning model, there was an increase in the percentage from cycle one to cycle two by 7.6%. Observation results can be seen in the following table.

Table 1. Comparison of the Implementation of the PBL Learning Model Cycle 1 and Cycle 2

No	Action	Percentage	Category	Success Indicator
1	Cycle 1	92,4 %	Very good	achieved (>70%)
2	Cycle 2	100,00 %	Very good	achieved (>70%)

You can see a comparison of the activity questionnaires for cycle one and cycle two. For one cycle the percentage is 92.4% in the Very Good category. While cycle 2 the percentage is 100% with a very good category and has achieved indicators of success.

ISSN: 3025-020X

5. Conclusion

Based on the results of the discussion, the classroom action research that has been carried out shows that the problem-based learning model can increase the activity of third-grade students at SD Negeri Karangpule. This can be seen from the observation of student learning activeness in pre-cycle of 48.3%, an increase in cycle I of 59.6%, and an increase in cycle II of 79.0% The average student learning activity increased by 11.3% from cycle I to cycle II. Besides that, the increase in student activity can also be seen from the results of the questionnaire. You can see a comparison of the activity questionnaires for cycle one and cycle two. For one cycle the percentage is 92.4% in the Very Good category. Whereas in cycle 2 the percentage was 100% in the very good category and had achieved indicators of success. Thus, the application of the problem-based learning model could increase the activity of class III students at SD Negeri Karangpule.

6. Acknowledgement

The researcher would like to thank the Tamansiswa Bachelor of Science University for providing opportunities, support and guidance in this research. Thank you to the principal and teachers of SD Negeri Karangpule who gave permission and helped carry out the research.

7. References

Arikunto,Suharsimi. 2013. Prosedur Penelitian. Jakarta: Rineka Cipta

Arikunto, S. 2010. Prosedur Penelitian Suatu Pendekatan Praktik. Jakarta: Rineka Cipta

ISSN: 3025-020X

Aqib, Zainal. 2009. Penelitian Tindakan Kelas. Bandung: CV. Yrama Widya

Elyas, A. H. (2018). Penggunaan model pembelajaran e-learning dalam meningkatkan kualitas pembelajaran. Warta Dharmawangsa, (56).

Fauzia, H. A. (2018). Penerapan Model Pembelajaran Problem Based Learning Untuk Meningkatkan Hasil Belajar Matematika SD. Primary: Jurnal Pendidikan Guru Sekolah Dasar, 7(1), 40-47.

Anugraheni, I. (2018). Meta Analisis Model Pembelajaran Problem Based Learning dalam Meningkatkan Keterampilan Berpikir Kritis di Sekolah Dasar [A Meta-analysis of Problem-Based Learning Models in Increasing Critical Thinking Skills in Elementary Schools]. Polyglot: Jurnal Ilmiah, 14(1), 9-18.

Pamungkas, A. D., Kristin, F., & Anugraheni, I. (2018). Meningkatkan keaktifan dan hasil belajar siswa melalui model pembelajaran problem based learning (PBL) pada siswa kelas 4 SD. NATURALISTIC: Jurnal Kajian Penelitian Pendidikan dan Pembelajaran, 3(1), 287-293.

Kadir, Abd. dan Asrohah, Hanun. 2015. Pembelajaran Tematik. Jakarta: Rajawali Pers.

Prastowo, Andi. 2013. Pengembangan Bahan Ajar Tematik Panduan Lengkap Aplikatif. Yogyakarta: Diva Press.

Prastowo, Andi. 2014. Pengembangan Bahan Ajar Tematik Tinjauan Teoritis dan Praktik. Jakarta: Kencana Prenadamedia Group.

Purwanto. 2009. Evaluasi Hasil Belajar. Yogyakarta: Pustaka Pelajar.