

Increasing Student Learning Activeness Using PBL-Based LKPD Assisted by Concept Maps for Grade IV Elementary Schools

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1. Abstract

The purpose of this classroom action research is to increase student learning activeness in mutual cooperation material in fourth grade elementary school students. The research was conducted in 2 cycles. Cycle I was held on May 15 and 17 2023 and Cycle II was held on May 19 and 29 2023. The research model used in this classroom action research consisted of 4 stages, namely planning, implementation, observation and reflection. Data collection techniques through observation and documentation. Data analysis techniques use qualitative descriptions. The results showed that by using PBL-based worksheets assisted by concept maps, students' activeness in Civics learning increased. This can be seen from the observational data on student learning activeness obtained by 50% in the pre-cycle, increasing to 66.30% in cycle I and 79.06% in cycle II. In conclusion, using PBL-based worksheets assisted by concept maps can increase the activeness of Civics learning for fourth grade elementary school students.

Keywords: *active learning, PBL-based LKPD, concept maps*

2. Introduction

Active student learning is an important aspect of learning interactions. High learning activity shows high learning motivation in studying learning material, and vice versa. In Mc Keachie's view (in Sari: 2021) suggests that individuals are active learning humans who always want to know. Basically, humans are active creatures and are

curious about everything they encounter. In the learning process teachers often encounter problems, especially in Civics learning. Civics learning is less attractive and studied in the world of education and schooling, because most formal educational institutions are dominant in presenting material that is only cognitive and psychomotor, not touching on affective aspects. This is not because the essence is not realized, but because the teachers do not understand. According to Susanto (2013: 228) professional teachers are required to provide guidance to the wholeness of students so that they do not fall into the erosion of moral values, which in the end humans become arrogant, selfish, even proud of their creators. Civics subjects are "subjects that are used as a vehicle for developing and preserving noble and moral values that are rooted in the culture of the Indonesian people. It is hoped that these noble and moral values can be manifested in the form of behavior in the daily life of students, both individually and as members of society, and creatures created by God Almighty, which is an attempt to equip students with basic knowledge and skills regarding relations between citizens and the state so that they become citizens that the nation and state can rely on." (Susanto, 2013: 225).

Several previous studies that examined student learning activeness could be increased through various appropriate solutions so that student learning activeness in the learning process could be increased. Previous research that has been carried out uses a type of classroom action research conducted for 2 cycles by providing solutions using the application of problem-based learning models to subjects in elementary schools. The conclusion from several previous studies is that the application of the problem-based learning model can increase the activeness of student learning when participating in classroom learning. On the basis of previous research, an update on the solution was carried out to overcome the problems found, namely by using problem based learning (PBL) worksheets assisted by concept maps.

The problem of active learning can be increased in various ways, including using interesting media, using fun learning models and methods, changing class settings, and other variations related to learning activities. To overcome the problem of active student learning, that is, you can use the problem-based learning model. Previous research that supports this research includes that conducted by Nita Prihatini, et al in 2021 with the title "Increasing Student Activity in Internship Subjects Using the Problem Based Learning Learning Model" it can be concluded that student learning activity increases by using the problem-based learning (PBL) learning model. This research uses a type of classroom action research conducted for 2 cycles. From the first cycle to the second cycle showed an increase in the percentage of student learning activeness while participating in learning. The research was conducted by Rima Rikmasari and Shifa Hillya Fernanda in 2018 entitled Improving "Concept Understanding and Student Activity Using the Concept Mapping Method for Class IV SDN Kranji II West Bekasi". The results of this study indicate an increase in student learning activeness. Some researchers focus on increasing student learning activeness using learning models. There has been no research using learning media in the form of LKPD which is linked to the problem-based learning model assisted by concept maps. Therefore, this study focuses on increasing student learning activeness using PBL-based worksheets assisted by concept maps. The purpose of this study was to increase the learning activity of fourth grade students in Civics subject on mutual cooperation using PBL-based worksheets assisted by concept maps in the Civics learning process.

3. Methods

3.1 Participants and context

The research was carried out in elementary schools. The research subjects were grade IV students, totaling 32 students. Observation, observations are made during the learning process is ongoing. The things that are observed are learning activities, teacher

and student activities, and student learning activeness during the implementation of learning takesplace.

3.2 Material

This research belongs to the type of Classroom Action Research (PTK) model of Kemmis and Mc Taggart. The procedure for this research includes planning, implementing actions, observing, and reflecting (Suharsimi, 2012: 156). This study is that the use of PBL-based worksheets assisted by concept maps can increase the learning activity of fourth grade elementary school students. The indicator of the success of this research is marked by an increase in activeness, namely achieving a score of 75% must be achieved by students.

3.3 Data Collection and analysis

The description at this stage is done by planning, implementing, observing, and reflecting. a) Planning, the activities to be carried out at this stage are compiling a class IV schedule and preparing research instruments to be used. The research instrument is a Teaching Module with a Problem Based Learning model, Student Activity Sheets (LKPD), research guidelines, and student activity observation sheets. b) Implementation, the implementation of the actions in the first cycle was carried out in two meetings. At this stage the researcher carried out Civics learning activities using Problem Based Learning worksheets assisted by concept maps. Researchers and teachers analyzed the implementation of actions in cycle 1.

3.4 Ethical Considerations

This was done to find out what the advantages and disadvantages were observed in cycle 1, namely the active learning of students. The results of this reflection are used

as material for planning learning in the next cycle. If the expected results have not been achieved, improvements will be made in cycle II until the indicator is reached.

3.5 Limitations to the Study

In collecting data, this study used several techniques including observation and documentation.

4. Results and Discussion

The results of observing the learning activity of fourth grade elementary school students while participating in class learning in the initial conditions can be described as low. This data was obtained from the results of observations of researchers during learning that the activeness of students was only 50%. From the learning process carried out by researchers during learning, researchers encountered various trends related to low student learning activity. Students do not want to ask questions and are reluctant to express opinions either with the teacher or other students. Students still have difficulty in conveying the subject matter that has been given by the teacher in their own language, and the use of teaching materials has not been developed according to the needs of students.

Following are the results of observing student learning activeness in the learning process before action is taken which can be presented in the following table:

Table 1 Observation Results of Student Activeness in Pre-action

No	Indicator	Indicator Percentage
1	Attention	55,35%
2	Cooperation	53,57%
3	Express opinions	46,42%
4	Solution to problem	42,85%
5	Discipline	53,57%
Average		50,35%

Based on the data obtained from the first indicator, attention has 55.35%. Second, the cooperation indicator has 53.57%. Third, the indicator of expressing an opinion is 46.42%. Furthermore, the four indicators of problem solving have 42.85%. And fifth is the discipline indicator of 53.57%. The average student learning activity in the pre-action obtained a percentage of 50.35%. The conclusion is that before the action is taken, the activeness of student learning in learning civics in class IV elementary school students is still low. Therefore, the researchers took action to increase the activeness of learning so that the activeness of Civics learning in grade IV Elementary School students increased by using PBL-based worksheets assisted by concept maps. The implementation of the class action research cycle was carried out in 2 cycles, namely cycle I and cycle II. Cycle I was carried out in two meetings. The first meeting was held on May 15 2023, and the second meeting on May 17 2023. Cycle II was held on May 19 2023 and May 29 2023. The material presented was a mutual cooperation lifestyle. After the action was taken using PBL-based worksheets assisted by concept maps, the researchers observed the activeness of student learning using the observation sheets that had been designed.

The following is an explanation of the results of the research, which consists of the learning activity of fourth grade students using PBL-based worksheets assisted by concept maps. This research consisted of pre-action, cycle I, and cycle II.

Table 2 Comparison of the average percentage of cyle I and cyle II

Comparison of the average percentage of cyle I and cyle II		
	Cycle I	Cycle II
Average	66,30%	79,06%

The results of using PBL-based worksheets assisted by concept maps show an increase in student learning activity in cycle I and cycle II. Based on the results of the

first cycle of observations, it showed that the average percentage of students' learning activity was 66.30%, indicating that the indicator of research success had not been achieved. The learning process carried out in cycle II went well, this was an effort to improve the reflection results of cycle I. The average increase in student learning activity obtained in cycle II was 79.06%. The average increase in learning activity in cycle I and cycle II increased by 10.27%. The following is a diagram of increasing student learning activity in cycle I and cycle II.

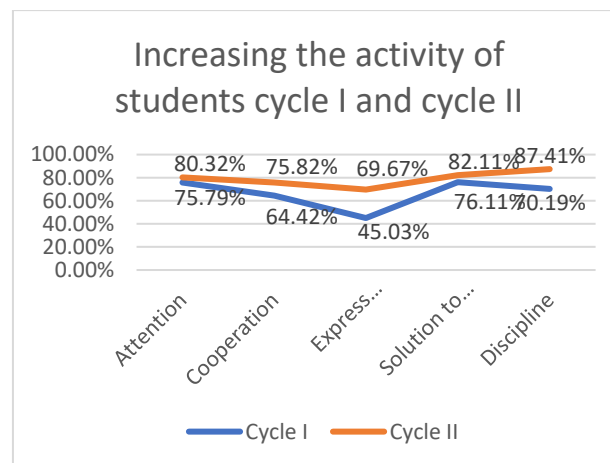


Figure 1. Increasing the activity of students cycle I and cycle II

Based on the diagram, the percentage of each indicator increases in each cycle. Indicators of research success achieved. This increase can be explained by the following diagram.

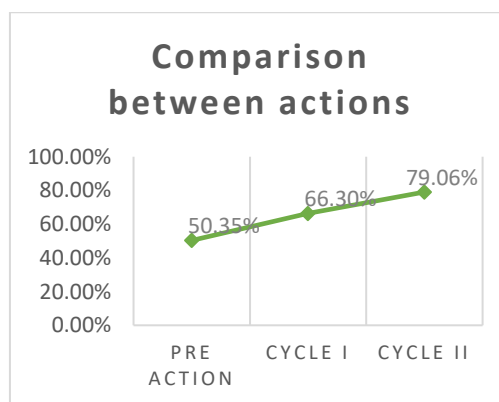


Figure 2. Comparison between actions

Based on the diagram, it can be said that the average value in cycle II has been completed because it has reached a minimum completeness value of ≥ 75 . All the data presented above is the result of the actions that have been implemented. The results of the research prove that using PBL-based worksheets assisted by concept maps can increase the learning activity of fourth grade students at elementary school. This research ended in cycle II and did not proceed to the next cycle. Increasing the results of student activity in pre-cycle, cycle I, cycle II can be described as follows. The initial observations showed that it was known that during the learning process various tendencies were found related to low student learning activity. Students do not want to ask questions and are reluctant to express opinions either with the teacher or other students. Students still have difficulty in conveying the subject matter that has been given by the teacher in their own language, and the use of teaching materials has not been developed according to the needs of students.

From the observation data, the indicators of success in this study were obtained at least 75% of students' active learning. The first cycle, the results of observations on student activity in cycle I, showed that students had shown a positive response even though there were still some students who had not been actively involved. Not all students carry out learning activities in accordance with the indicators to be achieved. This can be seen from the data which shows that most of the indicators have not reached success indicators.

The results of observations of student activity in cycle I showed that the average value of student activity in the first and second meetings was 66.30%. From these data it can be concluded that student activity is still below the indicator of research success. Meanwhile, cycle II showed that students had shown their activeness while participating in learning activities using PBL-based worksheets assisted by concept maps students

seemed to participate more actively when compared to cycle I. Observations showed that the average value of student activity in cycle II was 79.06%. This was because students began to adapt by using PBL-based worksheets assisted by concept maps, so that students actively participated in group discussions, they were enthusiastic about the assignments given, during the presentations, most of the students actively paid attention and provided feedback.

5. Conclusion

In connection with the results of the classroom action research conducted, it shows that using PBL-based worksheets assisted by concept maps can increase the activity of fourth grade elementary school students through the stages of several cycles. This can be seen from the observation of student learning activeness in the pre-action of 50.35%, an increase in cycle I of 66.30%, and an increase in cycle II of 79.06%. The average student activity increased by 10.27% from cycle I to cycle II. Thus, the use of PBL-based worksheets assisted by concept maps can increase the activity of fourth grade elementary school students. The researcher suggests improving this research, in the future similar researchers can be carried out in a longer time and work on LKPD can be given to students individually.

6. Acknowledgement

Researchers would like to thank the Tamansiswa Bachelor of Wiyata University for providing opportunities, support, and guidance in this research. Thank you principals, tutors, and class teachers who gave permission and helped carry out the research.

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