

Implementation of the Problem Based Learning Model to Improve the Activity and Results of Learning Indonesian Theme 9 Class V

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1. Abstract

This study aims to increase liveliness learning and results Study Class V with using the Problem Based Learning (PBL) model. Type study This is Conducted Classroom Action Research in two cycle. subject study This is student class V. Model *Problem Based Learning* (PBL) improve liveliness student Class V. Proven from sheet observation activity positive student on cycle I show percentage by 71% and increased in cycle II by 82%. Whereas negative activity in cycle I showed percentage by 18% and decreased in cycle II by 9%. No only liveliness learning , *the Problem Based Learning* (PBL) model can also increase results learning Indonesian class V. Increasing percentage amount completeness Study student happens to every cycle , start from condition beginning students who achieved KKM totaled 20 students (58, 83%) then in cycle 1 experienced enhancement namely 25 students who achieved KKM (73.5%) and in cycle 2 completeness increase to 32 students (94, 12%).

Keywords: *Problem Based Learning Model, activeness learning and learning outcomes*

2. Introduction

Learning on unit education organized in an interactive, inspiring, fun, challenging, and motivating students to actively participate as well give room Which Enough for

initiative, activity, and independence (Permendikbud No. 65 year 2013). Participation active student in in learning is one form involvement mentally And emotional (Nana Sudjana , 2002:57 in Muhammad Putra Main : 2016).

Problem- Based Model Learning (PBL) that is student will Study problem Which being warm and real faced by environment, with method oriented on problem authentic from environment life student, so matter the can stimulate student For think level tall (Bruner dam Shuhrian (Jauhar, 2011:4-5)).

liveliness student during in process learning is Wrong One indicator exists desire student For Study. According to Sadirman (2011:100) , activity learning is principle or principle Which very important in the interaction Study teach.

Based on problem in In this study, the activeness of students is still not see , only a number of student Which active during the teaching and learning process in class . Students also can not focus on the lesson Which be delivered, Because Teacher only using tools display and media Which There is in school the, so that student do not understand the material presented by Teacher And results learn not enough satisfying or Not yet fulfil KKM. From data mark daily there is 20 student who have completed and 14 students who have not complete with the KKM score of 70 . Role Teacher Which very needed For increase

Based on these problems, researchers will examine the use of the Problem Based model Learning . One learning model that makes students get more active in learning is a PBL model. Problem Based Learning is a problem-based learning model which is designed so that students gain important knowledge that makes them proficient in solving a problem and has the skills to actively participate in groups. Problem-based learning was developed to help students develop thinking skills, problem solving, and intellectual skills. In line with

Alita (2019) explains that the Problem Based model Learning is an innovative learning model where in the learning process students are faced with concrete problems and create an active learning atmosphere centered on students with the teacher as a facilitator. The advantages of the Problem Based model Learning namely (1) a meaningful learning process for students where students learn to solve problems through their knowledge; (2) students integrate knowledge and skills and apply them in the relevant context; (3) improve critical thinking skills, foster innovative power, increase motivation to learn; and (4) developing cooperative group relationships.

3. Methods

3.1. Participants and context

The subjects in this study were students class V with amount 34 student. Study This implemented on semester II year lesson 2022/2023 .

Procedure study Which applied in based on on study Action class (PTK). This implementation is divided into a number of cycle. Every cycle consists 3 stages that is (a) planning , (b) implementation of actions and observations, and (c) reflection.

3.2. Material

Technique collection data Which used in study This that is (a) Studies document, used For obtain data from active learning and learning outcomes in the initial conditions, (b) Sheet observation, used For measure liveliness student, (c) Test, use For measure results Study students and (d) Documentation techniques .

3.3. Data Collection and analysis

In study This, researcher use technique analysis data that is descriptive And quantitative. Data Which obtained from the test results given to the end of each learning cycle is data quantitative, whereas data Which will analyzed obtained from sheet observation Teacher And sheet observation student with explanation or information that is data descriptive. Then data quantitative were analyzed using descriptive comparative with method compare learning outcomes test scores in each cycle. Qualitative analysis is done by analysis descriptive based on results sheet teacher observation and student observation sheets on every activity learning.

As for technique analysis data For increase liveliness Study student researcher use sheet observation liveliness student with scale evaluation Likert , so that model learning Problem Based Learning expected to increase liveliness student.

Improving student learning outcomes is necessary exists reject measuring, so that know success implementation action class researcher use indicator performance. Indicators used to measure enhancement results Study that is instrument test questions, so research can be successful if 100% student reach completeness Study with KKM \geq 70.

4. Results and Discussion

4.1 Conditions Beginning

The learning process carried out in class V is good, will but the activeness of students is still not visible , only a few students were active at the time teaching and learning process in class. Students too Not yet Can focus on lesson Which be delivered, Because Teacher only using props and media There is in school the, so that student do not understand the material presented by Teacher And results learn not enough satisfying

or Not yet fulfil KKM. From data mark daily there is 20 student who have completed and 14 students who have not m complete with the KKM score of 70.

4.2 Cycles 1

liveliness Study

Based on results observation liveliness Study participant students who have done , got is known that in cycle I shows the average percentage activity positive participant educate by 71% and students' negative activity by 18% p This show that activity positive student Not yet fulfil criteria success that has determined and negative activity has been fulfil criteria success that has determined

Results Study Student

For know results Study student, written test was carried out . From data Which obtained completeness Study KKM ≥ 70 is 25 student (73.5%) And student Which Not yet achieve mastery learning is 9 students (26.5%). With the highest score of 85 and value Lowest is 50.

4.3 Cycles 2

liveliness Study

In cycle 2 shows that percentage activity positive student by 82% and negative activity by 9%. Activity positive and negative in cycle II already fulfil criteria success .

Results Study Student

For know results Study student, written test was carried out. From data

Which obtained 2 student on intervals 55-60 (5.88%), 2 student on intervals 61-66 (5,88), 4 student on intervals 67-72 (11.76%), 9 student on intervals 73-78 (26.48%), 8 student on intervals 79-84 (23.52%), And 9 student on intervals 85-90 (26.48%). Completeness Study KKM \geq 70 is 3 2 student (94.12 %) And student Which Not yet reach completeness learning is 2 students (5, 88 %). With value highest 90 And mark Lowest is 55.

4.4 Comparison Results Study

Comparison results study on cycle I , And cycle II after Observations during the teaching and learning process obtained data as following:

Table 2. Comparison of Learning Activeness Cycle 1, And Cycle 2

| Cycle I | | Cycle II | |
|---|-------------------|-------------------|-------------------|
| Activity positive | Activity negative | Activity positive | Activity negative |
| 71% | 18% | 82% | 9% |
| Enhancement activity positive percentage | | 11% | |
| Decline percentage activity negative | | 9% | |

Based on table in on, results scoring cycle I And cycle II There is increase in activity positive students and decline student negative activity . On cycle I percentage activity positive student by 71% and percentage negative student activity by 18% , whereas on cycle II percentage activity positive student by 82% and the percentage of negative students by 9% . Results activity positive students in cycle I and cycle II increased as big 1 1 % , while in the negative activity of students experience decline by 9%.

Table 3. Comparison of Learning Outcomes Pre Student cycle, Cycle 1, And Cycle 2

| No | Learning Outcomes student | Pre cycle | Cycle I | Cycle II |
|----|---------------------------|-----------|---------|----------|
| 1 | Top rated | 80 | 85 | 90 |
| 2 | Lowest value | 50 | 55 | 70 |
| 3 | Average value | 62,25 | 70,23 | 77,64 |
| 4 | Completeness Study | 20% | 75% | 94% |

On table in on, can seen mark average pre- cycle 62.25, in cycle 1 average average 70.23, and in cycle 2 an average of 77.64. Matter This model *Problem based Learning* (PBL) can increase results Study student. Completeness Study on pre cycle 20%, in cycle 1 75%, and in cycle 2 94%. This is an increase in the completeness of pre cycle to cycle 1 55% ie pre cycle 20% And cycle 1 75%. So with enhancement completeness from cycle 1 to cycle 2 rose 19 % i.e. from cycle 1 75% become 94 %.

5. Discussion

On results observation condition beginning before exists action in class, there is a number of problem on process learning that is liveliness students still not visible , only a few student Which active on moment process Study teach in class. Student Also Not yet bus a focus on lesson Which be delivered, because teachers are rare using learning media , so that student not enough understand material Which be delivered by Teacher And results learn not enough satisfying or Not yet fulfil KKM.

Researcher moment make observations in class V to meet the teacher in delivering material on process learning going on use method conventional Which tend make students become more bored and concentrate student become low. On learning before action student learning outcomes that have not reached $KKM \geq 70$ are 14 students whereas student Which reach KKM is 20 student with mark highest 80 And mark Lowest 50.

With exists problem This researcher do action with apply model *Problem based Learning* (PBL) For increase liveliness Study and learning outcomes of class V with 2 cycle. After he did action obtained liveliness Study And results Study class V, so from analysis data Which done researcher an increase in student learning completeness from circumstances beginning until cycle 2. From initial conditions to cycle 1 there was an increase with the number of students who complete the cycle 1 is 25 students. Next is complete in cycle 2 as many as 32 students .

Use model *Problem based Learning* (PBL) No only influential on results Study Which increase but Also student activity increases on cycle 1 to cycle 2. Results activity positive student class V in cycle I by 71% then increased in cycle II to 82%. Whereas students' negative activity in cycle I was 18% and decreased in cycle II to 9%.

Based on the implementation of the *Problem model based Learning* (PBL) results Study student can increase and students are more active on moment lesson. Student more understand material delivered by the teacher with It's easier to use models *Problem Based Learning* (PBL). From the results use of *Problem Based Learning* (PBL) the results obtained in cycle 1 and 2 shows an increase in

learning outcomes and increasing the activity of fifth grade students .

Research results This relevant with research conducted by Triyadi (2018) which concluded that learning model *problem based learning* can increase results learning and activity Study participant educate class XI TKRB SMK Muhammadiyah Prambanan . The same thing was also done by Maktun (2018) that the application of the PBL model can be increase liveliness learning and results Study te,a 8 class V.

6. Conclusion

From results study Which has held that use model *Problem based Learning* (PBL) can increase liveliness Study And results Study class V SD. Proved from increasing amount student Which reach completeness Study. increasing percentage amount completeness student happen on every cycle, start from condition beginning student Which reach KKM amount 20 student (58.83%) , Then on cycle 1 experience enhancement that is 25 student (73.5%) Which reach KKM And on cycle 2 mastery increased again to 32 students (94, 12 %).

Problem- Based Models Learning (PBL) can increase the activity of class V students. Proven from sheet observation activity positive student on cycle I show percentage by 71% and increased in cycle II by 82%. Whereas negative activity in cycle I showed percentage by 18% and decreased in cycle II by 9%.

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