

Increasing The Learning Outcomes of Class V Students Through The Problem-Based Learning Model In Indonesian Language Yogyakarta City

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1. Abstract

The research aims to improve learning outcomes in the domain of cognitive aspects in the Indonesian language subject for fifth-grade students by applying the Problem-Based Learning (PBL) learning model. The type of research used was collaborative classroom action research with research subjects namely fifth-grade students totaling 21 students. Data collection techniques are observation, interviews, and documentation. The data analysis used is descriptive qualitative analysis. After the action was taken, the students' Indonesian learning outcomes were obtained as indicated by the completeness of the learning outcomes in the first cycle achieving 75 learning outcomes with a student percentage of 66.6% and in the second cycle achieving 88 learning outcomes with 85.7% student presentations. Based on the results of the study, it can be concluded that there has been an increase in Indonesian learning outcomes by applying the Problem-Based Learning (PBL) learning model

Keywords: *Learning Outcomes, Problem-Based Learning (PBL), Indonesian Language*

2. Introduction

Education is an effort to form potential and quality human beings. Potential development needs to be done to improve the quality of life of students. Quality education will produce better human resources. One of the efforts to improve the quality of education is to make improvements to aspects of the curriculum related to the implementation of education according to developments.

Ansyar in Rahmawati, (2018) argues that the curriculum is a design that contains various learning tools and materials that will be studied or taught to students. The current curriculum is the independent curriculum and the 2013 curriculum. The curriculum used in class V is the 2013 curriculum. The 2013 curriculum is intended to prepare students from the cognitive, affective, and psychomotor domains so that their hard skills and soft skills can develop properly. From a good attitude, knowledge, and skills. Implementation of learning in the 2013 curriculum uses an integrated thematic learning approach. One of the subjects considered important at every level of education is Indonesian. Indonesian is seen as one of the subjects in schools that has an important role in forming quality students. In learning activities at school, Indonesian is one of the subjects that is considered difficult for students to understand. Therefore, in learning Indonesian, a varied and innovative learning model is needed. Indonesian language learning content for class V in the 2013 curriculum by guiding students to have the competence and fostering students' enthusiasm in fostering creativity in student learning activities at school.

The results of observations and interviews conducted in class V on Indonesian language learning content there were still several obstacles when implementing learning, the teacher revealed these obstacles: (1) The teacher's expression realized the problem

was not optimal in mastering the Information and Communication Technology (ICT) TPACK method and applying 21st-century skills so that in learning activities there is still no use of ICT-based media in schools, (2) Then, when participating in learning students in class tend to be passive because the teacher is more dominant in explaining and students always listen only, (3) Teacher learning activities are more dominant to provide directions on working on the modules and LKS in the books distributed, (4) Student learning outcomes at this time still score below the KKM.

The following are the results of the documentation that researchers have done related to Indonesian learning outcomes can be seen in Table 1.

Table 1. Recapitulation of Student Learning Outcomes in Indonesian Subjects

KKM	Test scores	Many Students	Persentase
70	>70	8	38,1%
	70	0	
	<70	13	61,9%

Based on the table above, of the 21 students, only 8 students achieved the KKM, while the remaining 61.9% had not yet reached the KKM. Some of these things result in a decrease in student learning outcomes. The implementation of these learning activities had an impact on fifth-grade students. The impact experienced by students was that students became less enthusiastic about participating in learning because of the monotony and then the lack of students in critical thinking and tended to be passive in learning.

Based on these problems, researchers and class teachers must find solutions to

overcome these learning problems. Until the Problem-Based Learning (PBL) learning model was chosen as revealed by Nashr (2022) that research in carrying out Indonesian language learning teachers should use the Problem-Based Learning learning model because what has been proven effective on the attitudes, knowledge, and skills competencies of students by adjusting the right material related to problems then if the teacher wants students to be able to achieve completeness in attitude and knowledge competencies the teacher should use the Problem-Based Learning model.

This Problem-Based Learning model trains and develops the ability to solve problems that are oriented to authentic problems from the actual lives of students, to stimulate higher-order thinking skills (Shoimin, 2014: 130). According to Tan, in Saputra, (2021) Problem-Based Learning is an innovation in learning because students' thinking abilities are truly optimized through a systematic process of group or teamwork, so that students can empower problems, test, and develop their thinking skills on an ongoing basis. The Problem-Based Learning Model consists of five stages, namely 1). orientation of students to problems, 2). organizing students, 3). guiding individual and group investigations, 4). developing and presenting work, and 5). analyzing and evaluating problem-solving processes.

Other research conducted Furthermore, research using the PBL model was revealed by Khotimah & Sulthoni, (2022) revealed the effect of the PBL model on student learning outcomes who obtained the results of calculating the posttest average value of each experimental class 80.00 while the control class was 69.39. Based on these data, it shows that there are differences between the two groups, namely (1) the average score of the experimental class is above the KKM 75, while the control class is below the KKM. (2) the experimental class gets a higher score than the control class. From the research results

it can be concluded that applying the PBL model can improve student learning outcomes. Agreeing with this research also expressed by Sukaptiyah, (2020) revealed the results of research on improving learning outcomes which obtained student learning outcomes from cycle I to cycle II had increased, namely from 8 students (72.7%) who received a complete score to 11 students (100%). There was an increase of 3 students (27.3%) and the class average score from 77.8 to 83.5 increased by 5.7.

Another research was conducted by Ajria et al (2018) with the title "Increasing Cooperation and Thematic Learning Outcomes through Problem-Based Learning Models". The results of the research for two cycles showed that there was an increase in cooperation and thematic learning outcomes of students through the problem-based learning model. The results showed that out of 34 students, out of 34 students, the results showed that 8 students (23.53%) achieved the "Very Good" predicate, 18 students (52.94%) received the "Good" predicate, 6 students (17.65%) received the "Fair Enough" predicate, and there were 2 students (5.88%) received the "Not Good" predicate. In cycle II there were 17 students (50.00%) achieving the "Very Good" predicate, 12 students (35.29%) with the "Good" predicate, 5 students (14.71%) with the "Good Enough" predicate, and 0.00% of students with the "Not Good" predicate. In addition, based on the research data, it was also found that the thematic learning outcomes of students in the Indonesian language content cycle I (70.59%) cycle II (85.29%), Science cycle I (64.71%) cycle II (76.47%), Social Studies cycle I (73.53%) cycle II (79.41%).

Based on the explanation above, this study aims to improve learning outcomes through the PBL learning model in Indonesian language subjects. With the formulation of the problem: can the PBL model improve learning outcomes for class V in Indonesian subjects? the title of this study is "Improvement of Class V Student Learning Outcomes

through the Problem Based Learning Model in Indonesian Language in the City of Yogyakarta

3. Methods

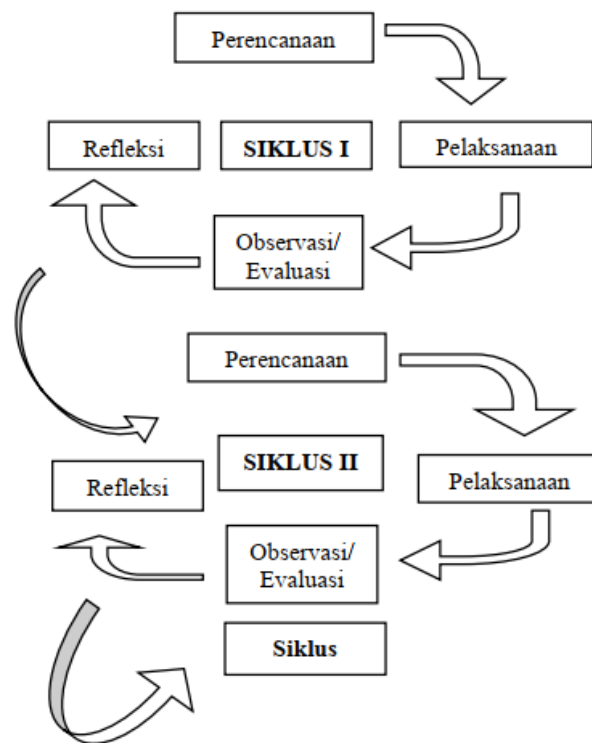


Figure 1. Classroom Action Research Cycle (Arikunto, 2013: 137)

This type of research is Collaborative Classroom Action Research (PTKK) which will be carried out in class V of elementary schools in even semesters to be precise in April-June 2023. Classroom action research is a structured strategy in the form of a documented systematic plan so that it can help teachers continue to innovate on all problems in class, said Ameliasari (Daswita, 2021). This research was conducted in two cycles. Researchers

conducted classroom action research which required four stages sequentially starting with planning, implementing, observing/evaluating, and reflecting. The process of implementation can be seen in the figure 1.

This research was carried out with research subjects of class V students with a total of 21 students who were all male. The research method used is test and non-test. on the measurement and learning outcomes of students. The data collection techniques used were observation, interviews, and documentation. The research was conducted in 2 cycles with one cycle of two meetings each meeting 2x35 minutes. For data analysis techniques used in the form of descriptive statistical data. Learning outcomes are measured by the scores achieved by students in cycle 1 and cycle 2. This research was conducted for 3 months with the help of colleagues as research observers.

4. Results and Discussion

The research was conducted in class V in 2 cycles, each cycle was held in two meetings. Each meeting has a time allocation of 2x 35 minutes. At the first meeting used the PBL model and at the second meeting using the PBL model assisted by concrete-based learning media and TPACK. Learning activities are carried out according to the phases in the PBL model. The following is a table of learning outcomes for class V students in the Indonesian subject of advertising material:

Table 2. Learning outcomes of Class V students in the Indonesian language subject

Scores	criteria	Pra cycle		Cycle 1		Cycle 2	
		Frekuensi	Presentase	Frekuensi	Presentase	Frekuensi	Presentase
>70	complete	8	38,1%	14	66,6%	18	85,7%
70	complete						
<70	not completed	13	61,9%	7	33,4%	3	14,3%
Amount		21	100%	21	100%	21	100%
Class average		65		75		88	
Criteria		Not completed		completed		completed	

Based on the table.2, it can be seen that the learning outcomes in the initial conditions, cycle 1 and cycle 2. In the initial conditions, the class average was still below the KKM mastery, with a score of 65 out of 70 completeness. 13 students had not completed with a percentage of 61.9% in Indonesian subjects at the initial condition. Then the action was carried out in cycle 1 using the Problem-Based Learning (PBL) learning model. It can be seen that the grades and participation of students who have completed have increased, namely, the class average score in Indonesian subjects has reached 75. So it can be categorized as complete and for the frequency of students who have completed it to 14 with a percentage of 66.6%. However, things had not reached what the researchers expected, so a decision was made to proceed to cycle 2. In the second cycle, the learning outcomes of class V students in the Indonesian language subject increased from cycle 1, namely with the class average reaching 88 exceeding the expectations of researchers, namely at number 85 and for students who got a complete score also increased from cycle 1, namely 18 students scored above the KKM. This has exceeded the expected target of the completeness frequency

of the researchers, namely more than 75% of students. This increase in student learning outcomes is because since that students are more active in learning, more enthusiastic in working together, and enthusiastic in solving Indonesian language problems. Therefore the cycle was stopped because it met the researcher's target expectations.

Based on data from observations of students' learning outcomes in Indonesian subjects, it was found that the PBL learning model can improve student learning outcomes. The completeness of student learning outcomes before giving class action from the initial conditions to cycle 1 experienced an increase in value from 65 to 75. From cycle 1 to cycle 2 it increased from 75 to 88. These results indicate that the problem-based learning (PBL) model effect on learning outcomes Indonesian language subject of advertising materials in class V. According to the success index set, the percentage of participants who achieved the KKM was more than 85% in cycle 2 and this increase was said to be successful as expected by the researcher. This is in line with the research conducted by Moerzalina Abarang and Delviany with the title "Improving Student Learning Outcomes by Using Problem-Based Learning (PBL) Learning Models". The results of research for three cycles obtained a significant relationship between the selection of problem-based learning (PBL) learning models with an increase in student learning outcomes. The learning outcomes of students increased from pre-cycle, in cycle 1 the learning outcomes of students in the complete category were at 27.27%, in cycle 2 it became 63.63% and in cycle 3 the learning outcomes of students in the complete category reached 72.72%. . There was an increase from pre-cycle to cycle 1 to cycle 3 after using the problem-based learning model and making students the center of learning. The advantage of this research is that the application of the Problem-Based Learning learning model is very easy to apply to students and the steps are easy to remember. Facilitate the teacher in understanding and conveying the material.

This is in line with research by Pramudya et al, (2019) which revealed learning using Problem-Based Learning in improving learning outcomes in obtaining student learning outcomes with an initial condition (pre-cycle) of 62.17 with a total of 13 students who completed (38.23%)) experienced an increase in cycle I with an average score of 78.39 with a total of 23 students (67.64%) completing and in cycle II the average student score was 83.29 with a total of 28 students completing (82, 36%). This is consistent with the point of view according to Hendry and Murphy (1995) in Rusman (2012: 231) stating that problem based-learning is based on the constructivism learning theory that to solve problems there needs to be an interaction between students and the current reality.

5. Conclusion

Based on the results of classroom action research carried out in grade 5 in the Indonesian language subject by applying the Problem-Based Learning (PBL) learning model for advertising material, it can be concluded that it is proven to be able to improve students' Indonesian learning outcomes. this is shown in the completeness of learning outcomes in cycle I reaching 75 with a percentage of students as much as 66.6% and in cycle II achieving learning outcomes of 88 with a percentage of students as much as 85.7%.

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