

Implementation Of The Problem-Based Learning Model To Improve The Learning Outcomes Of Class Iii Students Of SD Negeri 104201 Desa Kolam Kec.Percut Sei Tuan Academic Year 2022-2023

Ulfa Mayang Sari Lubis^{1*}

¹Pre-service Teacher Professional Education, Elementary School Teacher Education, Universitas Negeri Medan Sumatera Utara, Indonesia

*Corresponding Author. E-mail: kab.langkat81@gmail.com

Article Info	ABSTRACT
<p>Article History Received : 18 November 2022 Accepted : 08 Desember 2022 Published : 28 Februari 2023</p>	<p>The problem in this research is the classical mastery of students in class III. An SD Negeri 104201 Pond has not achieved 82.6% of classical mastery. This is because the selection of the learning model that the teacher applies is not by the material in Theme 2 Loving Plants and Animals, Sub-Theme 1 in Learning 4. In the implementation of integrative thematic learning that the teacher is doing has not maximized the utilization of TPACK-based technology media, and the implementation of learning methods is still under development. domination by the lecture method so that it is teacher-centered. This type of research is class action research (Classroom Action Research), with the research subject being Grade III. A Student of SD Negeri 104201 Pond in the academic year 2022/2023. A total of 23 students, with details of 10 boys and 13 girls. The object of this research is the learning outcomes of students. This research was carried out in two learning cycles. 4 (are four) stages in each cycle, namely planning, implementation, observation/observation, and reflection. The data collection tools are tests, observation sheets, and documentation. The results of data analysis from 23 students obtained classical completeness in the teacher's initial observation before using the Problem Based Learning (PBL) learning model, namely 13%. The acquisition of cycle I significantly increased with 52% classical completeness and was followed up in cycle II with 87% classical completeness. Based on the results of the analysis above, it can be concluded that using the Problem Based Learning (PBL) learning model can improve the learning outcomes of students in Theme 2 Love Plants and Animals, Sub-Theme 1 in Learning 4 in Class III Students at SD Negeri 104201 Pond in the 2022/2023 Academic Year.</p>
<p>Keywords: <i>Keywords: Learning Outcomes, Problem Based Learning Model.</i></p>	

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INTRODUCTION

The 2013 curriculum is considered capable of producing the next generation who is able to answer global challenges by developing all the potential of students, so that cognitive abilities (knowledge), spiritual attitudes, social attitudes, and skills of students can develop in a balanced way. Learning in the 2013 Curriculum emphasizes the modern pedagogic dimension in learning, namely using a scientific/scientific approach. The scientific approach is a science-based learning approach that develops three domains in the learning process, namely knowledge, attitudes, and skills. (Kemendikbud, 2013) The PBL model is a teaching

model characterized by real problems as a context for students to think critically and problem-solving skills, and gain knowledge (Amir, 2013:32).

Based on the results of the teacher's daily assessment on theme 2, sub-theme 1 in learning 4 was carried out in class III. NEGERI 104201 KOLAM VILLAGE there are still many students who get low scores below the KKM. Teachers do not use interesting learning media so students are less interested and motivated in learning. Teachers have not used innovative and creative models, so students are less enthusiastic, and teachers have not provided problems in learning, so students lack critical thinking, tend to memorize material rather than understand concepts, are less skilled in processing and collecting information, and tend to be passive. Completeness 4 students (17.4%) scored above the KKM (2.67 or 70), and 19 out of 23 students (82.6%) still scored below the KKM (2.67 or 70). For these problems, the researchers conducted Classroom Action Research and efforts to improve the quality of learning by using the PBL model.

In the PBL model, students respond to problems from the teacher, students in groups define and solve problems from the teacher, students make work/reports, students present their work and students analyze and conclude problem-solving.

The PBL learning model contains steps that make students active in problem-solving learning and learning is not centered on listening to explanations from the teacher only students think critically. So that after using the PBL model, it is expected that the quality of learning in the theme of Loving Animals and Plants will increase. This is indicated by the increase in the learning outcomes of third-grade students in Learning 4 Sub-theme 2

RESEARCH METHOD

This research was carried out at SD NEGERI 104201 Desa Kolam, Kec. Percut Sei Tuan.. This research was conducted in odd semesters to be precise in August - October 2022. The design defined in this research is classroom action research. According to Arikunto et al (2014:16) in the implementation of CAR, there are four important stages, namely planning, implementation, observation, and reflection. These stages must be planned as well as possible so that the implementation of the research can be carried out and get the results to change the working with the wishes of the researcher. The following is an overview of the steps/procedures carried out in classroom action research (Sanjaya, 2013: 54)92.

RESULTS AND DISCUSSION

On Wednesday, August 24, before the first cycle was carried out and the material was taught, 23 students were given an initial test of 10 questions in the form of multiple choice. From the results obtained, only a small number of students were able to answer the questions correctly. The following recapitulation of student learning outcomes based on the pretest can be seen in the table

Table 1. Pre-Test

Score	Learning Outcome Level	Category	Number of Students	Percentage Number of Students
91 - 100	Very Good	Completed	-	0%
80 - 89	Good	Completed	-	0%
70 - 79	Completely	Complete	3	13 %
60 – 69	Less	Incomplete	20	86%
Total			23 Students	100%

Based on the table above, the pre-test that was conducted showed that the students had difficulty solving the questions. This is influenced by several factors, among others, students find it difficult to understand the questions given, students' knowledge of the material is still low, the learning strategies used are not optimal and interesting learning media have not been used optimally by the teacher.

1 Description of Cycle I Results

I was carried out for one meeting, and in the meeting carried out in 4 stages, namely the planning stage, action implementation, observation, and reflection.

a. Planning for the First Meeting of Cycle I

In the planning stage for the first cycle, the researcher had prepared a plan, including (a) preparing the lesson plans on the theme of Caring for Plants and Animals, the sub-theme of Benefits of Plants for Human Life in learning I, with an allocation of 6 x 35 minutes. The summed-up lesson plans contain competency standards, basic competencies, indicators, learning objectives, learning steps using problem-based learning models, learning resources, and assessments; (b) prepare an observation sheet format about the activities of the teacher (researcher) during the learning process: (c) arrange assignments to be given to students.

b. Implementation of Actions First Meeting Cycle I

researchers organize students to learn by guiding students to form groups consisting of 5 or 6 people in each group and ask students to join their respective groups. Next, the researcher explained a brief description of the learning theme. The researcher directs students to the problem by giving some questions or problems related to the subject matter authentically. An example of a problem given by the researcher is by observing a fairy tale video that is told through infocus shows, then the researcher asks the children in each group to express their opinion on the characters and characters in the fairy tale.

c. Observation of Cycle I

Based on the data presented, it shows that student activity in cycle I am still relatively lacking with an average percentage of only 68.75% of active students (data attached).

After all the material has been taught in cycle 1, students are given a set of tests to determine student learning outcomes after being given an action. The test given is the same as the pre-test with

10 questions in the form of multiple choice. Analysis of students' answers obtained the average student learning outcomes after being given the first cycle of action was 65.19 or classified as incomplete (less than 70). The following is a recapitulation of the post-test scores obtained which can be seen through the following table:

Table 2. Recapitulation of Post-Test Scores Cycle 1

NO	Number of Students	Score	Percentage	Information
1	12 Students	≥70	52.17%	Completed
2	11 Students	≥70	47.82%	Not Complete
23 Student			100%	

From the table above there are as many as 12 students with a percentage of 52.17% who are declared to have achieved or succeeded in learning with a value of 70 (school KKM score) while as many as 11 students with a percentage of 47.82% are declared to have not been achieved or have not succeeded in learning because it has a value of less than 70. From the large number of students who have achieved learning success, it can be seen that the classical student learning success is as follows:

$$\begin{aligned} \text{Classical Percentage} &= \frac{\text{Many Students Have Succeede}}{\text{Total Number of Students}} \times 100\% \\ &= \frac{12}{23} \times 100\% \\ &= 52.17\% \end{aligned}$$

Based on the results of these calculations obtained as many as 52.17% of students have achieved learning success classically (class). The amount of percentage is still less than the required 85%, so classically or class students are declared to have not yet achieved learning success.

d. Reflection of Cycle I

Based on the observations of the collaborative partners (homeroom teacher of class III) during the first cycle I meeting, it appears that the research activities were quite good and most of the observed aspects had been carried out. However, student activity during the learning process is still relatively low with an average of only 65.96% of active students. In the first meeting of the cycle I students were still less active in group discussions and were still embarrassed to ask and answer questions. Whereas in the aspect of paying attention to the teacher's explanations and instructions it is quite good.

Based on the analysis of the problems that occurred at the first meeting of the cycle 1. in this case the researcher needs to make improvements in cycle II by involving students more in class discussions and motivating students so they are not embarrassed to ask and answer questions.

After the first cycle of action was taken, it showed that the learning process using the problem-based learning model was able to improve student learning outcomes compared to before being given action with an average student learning outcome in cycle I of 65.19% which was

previously on the average pre-test obtained only 46.15%. Students' ability to answer each item also increased. In more detail, the increase in student learning outcomes test scores before being given the first cycle action (pre-test) and after being given the first cycle action (post-test I) can be seen in the following table.

Table 4.3 Improved Pre-Test and Post-Test Learning Outcomes I

No	Test	Completed Students	Average	Percentage
1	Pre Test	3 People	45	13%
2	Post Test	12 People	65.86	52%
	Information	Increased	100	100%

Based on the table above it appears that the average student learning outcomes on the theme Loving Plants and Animals sub-theme Benefits of Plants for Human Life with basic competence B. Indonesia: Decoding messages in fairy tales that are presented orally, in writing, and visually with the aim of fun. PKN: Understanding the meaning of the image on the national symbol "Garuda Pancasila". experienced an increase starting from the pre-test to post-test I. Before being given the results of the pre-test, the students' initial ability averaged 45. After the first cycle was carried out, the learning outcomes from the results of the post-test I increased by an average of 65.86. average student learning outcomes

2. Description of Cycle II Results

a. Planning for the First Meeting of Cycle II

After all the planning and preparations were made, the researcher again discussed it with collaboration partners to discuss the various preparations that had been made to be implemented during the second cycle. Planning and discussions with collaboration partners were carried out for 3 days from 12-14 September 2022. Based on the results of the discussion it was agreed that the second cycle of action was carried out for 1 meeting, namely, the meeting was held on Thursday, 15 September 2022. After the second cycle of action was carried out and all the material is taught, then an evaluation is carried out by giving tests to students to determine student learning outcomes after being given action.

b. Implementation of Cycle II Actions

Based on the results of discussions with collaborating partners, the first meeting of cycle II was held on Thursday, September 15, 2022, in the third-grade room of SD Negeri 104201 KOLAM. The learning process begins with a greeting and taking attendance of students. The students returned the teacher's greeting. The number of students who attended as many as 23 people or all students attended the learning process. Then the teacher does apperception by showing a fairy tale video in the form of a cartoon that contains problems that often occur in everyday life, repeats a little material at the previous meeting, and motivates students to have the readiness to learn, be active in discussions and not shy to ask and answer questions. , then continued by explaining the indicators or objectives of the learning to be achieved.

c. Observation Cycle II

Observations were made during the learning process and focused on teacher activities and student activities using the observation guide sheets that had been prepared.

Observation of research activities in cycle II begins with preliminary activities, in this case the collaborating partners have done a very good apperception, then explain the learning objectives very well and explain the learning steps that will be carried out very well.

The core activities carried out by collaborative partners are guiding students to form groups very well, then providing clear problems/questions, directing students to solve problems very well, providing opportunities for students to ask very well, motivating students to solve problems very well. well, then guiding students to present the learning outcomes of group discussions very well, guiding the course of class discussions well, appreciating student questions/opinions very well and analyzing/evaluating the process of solving problems properly.

In closing activities, collaborating partners provide good assessments as is, together with students summarize learning outcomes very well and give assignments to students very well.

The results of observations of class teachers as collaboration partners, as described above, show that at the first meeting of cycle II, the research activities during the learning process were also classified as very good or the aspects observed based on the observation sheet format were mostly implemented.

Furthermore, the results of student observations in cycle II aspects of student attitudes in paying attention to teacher explanations and instructions are categorized as good, students asking questions that are not understood are categorized as sufficient, active in group discussions are already in the good category, activeness in finding solutions to given problems has also increased to good, liveliness in class discussion has also increased to be good, and respecting friends' opinions is good.

In the skills aspect, students are able to present the results of discussions in a good category, complete tasks well in a good category, be thorough in working on questions/tasks in a good category and fluent in answering questions is also good.

Based on the data presented, it shows that student activity at cycle II meetings is classified as good with an average percentage of 87% of students who are active in learning activities (data attached). This shows that students' involvement in the action process during the action in cycle II has increased in the previous cycle.

Post test results of cycle II on the theme Loving Plants and Animals sub-theme Benefits of Plants for Human Life learning 4 with basic competence B. Indonesia: Decoding messages in fairy tales that are presented orally, in writing, and visually with the aim of fun. PKN: Understanding the meaning of the image on the state symbol "Garuda Pancasila". After being applied to the Problem Based Learning model, the data is obtained as follows:

Based on the data above, it can be seen that the description of students who get scores reaching the KKM determined by the school is > 70. The average value of student learning is 80.65. This shows that the value of the post-test cycle II has increased from the average post-test results of cycle I in studying

on the theme Loving Plants and Animals, the sub-theme Benefits of Plants for Human Life learning 4 with basic competence B. Indonesia: Describing messages in fairy tales that are presented orally, in writing, and visually with the aim of entertainment. PKN: Understanding the meaning of the image on the national symbol "Garuda Pancasila".

The table of analysis of post test II students' knowledge values can be recapitulated to simplify the description of the data obtained which can be seen through the following table:

Table 4. Recapitulation of Post-Test Scores for Cycle II

NO	Number of Students	Score	Percentage	Description
1	20 Students	$70 \leq$	87%	Complete
2	3 Students	$70 <$	13%	Incomplete
23 Students			100%	

From the table above, there are as many as 20 students who are declared to have achieved or succeeded in learning with a value of ≥ 70 (school KKM score) while as many as 3 students are declared to have not achieved or have not succeeded in learning because they have a value of less than 70. From the large number of students who have achieved learning success, it can be seen that students' learning success classically is as follows:

$$\begin{aligned} \text{Classical Percentage} &= \frac{\text{Many Students Have Succeede}}{\text{Total Number of Students}} \times 100\% \\ &= \frac{20}{23} \times 100\% \\ &= 87\% \end{aligned}$$

Based on the results of these calculations obtained as many as 87% of students have achieved classical learning success (class). The percentage is more than 85% as required, so that classically or class students are declared to have achieved learning success.

d. Reflection on Cycle II

Based on the observations of the collaboration partner (teacher homeroom class III) during the second cycle meeting, it appears that the researcher's activities have been classified as very good and all aspects observed have been implemented. From the results of the evaluation questions (post-test) given to students, students' learning outcomes with an average score of 80.19 and the number of students who have reached the KKM is 88.46%. This shows that students have completed learning

classically. The average increase in the results of learning outcomes test scores obtained by students in cycle I to cycle II can be seen in the following table:

Table 6 Data Recapitulation of Post-Test 1 and Post-Test II

No.	Test	of Students who Completed	Average	Percentage
1	Post Test I	12 People	65.86	52%
2	Post Test II	20 People	80.65	87%
Information		Increase	100	100%

Based on the table above, it can be seen that the average student learning outcomes on the theme of Loving Plants and Animals, Sub-theme Benefits of Plants for Human Life, learning 4 increased in the post-test cycle I and post-test cycle II. In the first cycle, the student's average score was 65.86. After improving learning in cycle II, the average score obtained by students increased to 80.65.

Based on the results obtained during the second cycle as a whole it appears that the research activities and student activities in the learning process are classified as good. The average mastery of student learning has also increased compared to cycle I. Overall, the results of cycle II show that the use of problem-based learning models is proven to improve learning outcomes on the theme of my ideals, the sub-theme of being active in trying to achieve goals so that no action is needed in the cycle. next.

3. Discussion

The use of the Problem Based Learning model in this study was carried out in two cycles and each cycle was carried out in one meeting on the Theme of Loving Plants and Animals, the Sub-Theme of the Benefits of Plants for Human Life in class III SD with basic competency B. Indonesia: Decoding messages in fairy tales presented orally, in writing, and visually for enjoyment. PKN: Understanding the meaning of the image on the national symbol "Garuda Pancasila". The number of students who follow the process

learning as many as 23 people, with details of 10 men and 13 women. At each meeting, the researcher was assisted by the class III homeroom teacher as a collaborative partner making observations about student activities and researcher activities in implementing the lesson plans. After all the material has been taught, at the end of each cycle an evaluation is carried out by giving a set of tests to students to determine student learning outcomes after being given action.

Based on the results of research that have been conducted on class III students of SD Negeri 104201 KOLAM for the 2022/2021 academic year, it shows that the use of problem-based learning models can increase the average student learning outcomes and the percentage of student learning success classically on the Love for Plants and Animals theme, the Benefit sub-theme. Plants for Human Life.

Where before the action was taken, the pre-test results obtained showed students' abilities with an average of 45. After the first cycle was carried out, the average learning outcomes from the post-test results increased by an average of 65.86. Furthermore, in cycle II, the average student learning outcomes increased by an average of 80.65.

Based on the results of the classical presentation, it can be seen that the results obtained in the pre-test were 3 students who were complete in learning with a classical mastery of 13%. Furthermore, in cycle I,

12 students completed their studies with classical mastery of 65.86%, and in cycle II, 20 students completed their studies with classical completeness of 87%.

By applying the Problem Based Learning model on the theme Loving Plants and Animals, the sub-theme Benefits of Plants for Human Life with basic competence B. Indonesia: Decoding messages in fairy tales that are presented orally, in writing, and visually with the aim of fun, PKN: Understanding the meaning of the pictures on symbols "Garuda Pancasila" state. using the Problem Based Learning model makes students more enthusiastic about learning, students are directly involved in the learning process, and students more easily remember and understand learning material.

Thus it can be concluded that the student learning process through the Problem Based Learning model can stimulate students' thinking power based on real-world problem-oriented conditions to improve student learning outcomes on the theme of Loving Plants and Animals, the sub-theme Benefits of Plants for Human Life following the stated theory by Ibrahim and Nur (2013: 241) who argue that "Problem Based Learning (Problem Based Learning) is a learning approach used to stimulate students' higher order thinking in situations oriented to real-world problems, including learning how to learn"

CONCLUSIONS

Based on the results of the research, analysis, and reflection of each cycle, it can be concluded that the use of the Problem Based Learning model can improve student learning outcomes on the Theme Caring for Plants and Animals Sub-theme Benefits of Plants for Human Life in grade III SD Negeri 104201 KOLAM TA 2021/2022. Improved student learning outcomes can be proven from the average value and student learning success classically based on the results of the pre-test, post-test cycle I, and post-test cycle II.

1. The percentage of students' success classically before being given the action (pre-test) was 13%. In the first cycle, the percentage of student success classically from the results of the post-test I increased to 52%. After improvements were made in cycle II, from the results of post-test II the percentage of classical student success increased to 87%.
2. The researcher's activities during the learning process have been classified as very good and the observed aspects based on the existing observation sheet format have all been implemented.

As a follow-up to the research results and conclusions that have been put forward, some suggestions are put forward as follows:

1. Students are expected to always be active in learning activities in class both individually and in groups, and are advised not to be afraid or embarrassed to ask questions to the teacher, Be more thorough in doing assignments and respect each other's opinions.
2. Teachers, especially guardian teachers are expected to be able to involve students actively in learning activities, and it is suggested to teachers be able to use or apply problem-based learning models and plan well the steps of learning activities to be carried out, starting from determining the problem which will be discussed by students in groups, explaining the learning process carried out, to providing motivation and guiding students in the problem-solving process and directing students to respect each other's opinions.
3. Principals are expected to pay more attention to the availability of facilities and infrastructure, such as providing relevant books. LKS, media, and visual aids can involve students in learning to improve student learning outcomes and achievements.

4. For future researchers to research the use of problem-based learning models in learning the Theme Love Plants and Animals, the Sub-Themes The Benefits of Plants for Human Life in different classes, to obtain more comprehensive results so that they can be used as a counterweight to theory and reform for the world of education, especially in improving student learning outcomes

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