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EFFORTS TO IMPROVE STUDENT LEARNING OUTCOMES IN CLASS III INDONESIAN SUBJECT THROUGH PROBLEM BASED LEARNING MODELS

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ABSTRACT

Based on the results of a preliminary study conducted on class III students at Mlajah 2 Elementary School, it was found that most of the students had low learning outcomes in the Indonesian subject. This is due, in part, because students tend not to focus during learning. This lack of student focus can be caused by several factors, for example the use of inappropriate learning models. The purpose of this study was to see an increase in student learning outcomes in the Indonesian subject through a problem-based learning model. This research is a type of classroom action research with the model of Stephen Kemmis and Robbin Mc. Taggart. Data were collected by interview, observation, tests, and documentation techniques, then analyzed using a qualitative-quantitative approach. The results showed that there was an increase in the number of students completing from pre-cycle to cycle II. At the pre-cycle stage, the number of students passing only reached 44%. This figure then increased in cycle I, namely to 77% and 87% in cycle II. The results of this study indicate that using a problem-based learning model can improve student learning outcomes in the Indonesian Language Subject.

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A. Introduction

Education is something that is prioritized in the development of human resources, this is because after all the future of the nation is very dependent on a very high quality education. Education is something in the teaching and learning process between educators and students in order to achieve or obtain a knowledge that is highly expected and will make a provision for the future of students (Neolaka, 2017: 12). At this time education is making the main needs of the most important for human life. Education also demands to be able to have the knowledge, attitudes, and skills inherent in a person. Then, education requires a person to understand and master various scientific disciplines so as not to be left behind in the current era.

According to the Ministry of Education and Culture (2014: 27) problem-based learning is a very challenging learning model for students to know (learn how to learn) work with groups to find information, find data, find answers or solutions to concrete problems. From the statement above it can be explained by Jones et al (in Yamin, 2013: 62) that problem-based learning is a learning model that emphasizes problem solving, such as concrete problems or more precisely problems that occur in real and natural everyday life. Rusman (2014: 229) argues about the problem-based learning model, which is a learning model that develops critical thinking skills such as (reasoning, communication, and connection) in solving a problem. Meanwhile, according to Jamil Suprihatiningrum (2012: 214) problem-based learning is a learning model in which students are initially faced with problems and then followed by a process of searching for information or data that is student-centered. According to Arends (2008: 41) the problem-based learning model is a learning model that can provide many authentic and meaningful problems to the students themselves which can function as training for students in conducting investigations.

The operational syntax of a Problem Based Learning process consists of the following: 1) first students are presented with a problem; 2) students discuss with small groups. Students look for facts from a problem. They brainstorm ideas based on previous knowledge. Then, students identify or analyze what is needed to solve a problem and also what they do not know. Students identify the problem and draw an action plan to work on a problem; 3) students are involved in solving problems outside the guidance of educators. This could include things like observation, libraries, and the community; 4) then students return to problem-based learning,

and discuss with each other; 5) students present a solution obtained to the problem; 6) students repeat what they learned during learning. Students who participate in the learning process are involved in individual and group reviews based on teacher guidance and also reflect on the process (Huda, Miftahul. 2013: 271-273).

So it can be concluded that problem-based learning is a design or plan in a learning activity that begins with giving problems to students. By giving a problem students can search and find themselves or more precisely solve the problem themselves. The purpose of problem-based learning itself is to increase students' critical thinking.

The definition of results is obtained as a result of carrying out activities that result in functional changes. In the learning process activities student learning outcomes can be obtained when students experience changes during learning. The change in behavior referred to is the acquisition that becomes the result of individual student learning (Purwanto, 2013).

So, it can be concluded that learning outcomes are one of the efforts that students have as long as these students study in class. Learning outcomes are obtained by students on the condition that these students participate actively in school. Being active at school does not mean always responding or participating, but actively participating in the learning process even though you don't always answer questions from the teacher.

Based on the results of observations that I got at Mlajah 2 Bangkalan Elementary School, students tend to be inactive or not respond when the teacher explains or explains the material, especially in learning Indonesian. A problem like this must be taken into action because if this problem continues to occur and no action is taken then what will happen will affect student learning outcomes which will greatly decrease or the term is under the KKM. Factors that influence students tend to be inactive or do not respond when the teacher explains or explains, namely because grade III students are too focused on playing cellphones, especially used for playing / games or things that have nothing to do with learning. In addition to these factors that can affect students to be passive, that is also related to when learning takes place the teacher does not carry out or provide different strategies, models, methods or approaches. From here, maybe students feel bored and tend not to raise their voices or argue in class. With new or never-applied strategies, models, methods or approaches, it will create a new atmosphere for students. In

elementary school children, what needs to be known first is that it is emphasized that basically students really like new things because students' curiosity is very high.

So, the essence of this problem is that the learning process still faces problems and difficulties between students and educators. At that school the learning process was still not optimal and the learning process held in class did not satisfy the students. This is because the teacher too often uses the lecture method. Most likely by presenting a problem-based learning model will make students more active.

From the description above, the author tries to research the efforts to improve the problem-based learning model as a learning model used in teaching and learning activities in various subjects, especially in Indonesian language subjects. Researchers have reasons for choosing a problem-based learning model because they want to create a more varied learning process in the use of learning models in addition to training methods, lectures, assignments, and so on.

The explanation above is that the researcher is interested in specializing in conducting research with the title "Efforts to Improve Student Learning Outcomes in Class III Indonesian Subject Through Problem Based Learning Models.

B. Method

The method used in this study is the Classroom Action Research (PBL) method. This classroom action research can be interpreted as a research whose implementation is carried out by educators in the classroom by using several predetermined stages such as planning, implementation, and by reflecting in a participatory manner with the aim that educators can improve student deficiencies and can increase student learning outcomes when the process learning. The role of the researcher is as a designer and observer in the learning process. While educators are collaborators who will carry out the learning. This research will be conducted in two cycles, each cycle consisting of several stages, namely planning, implementing, observing, and reflecting. This research will use the model of Stephen Kemmis and Robbin Mc. Taggart. Researchers use the model Stephen Kemmis and Robbin Mc. Taggart because it only requires one action per cycle. There are several stages according to Rochiati Wiriatmadja, (2009: 66): namely the planning stage (Planning), Action stage (Action), Action stage (Observe), Reflection Stage (Reflect).

C. Result and Discussion

1. Pre Cycle

Indonesian is one of the subjects which aims to provide an understanding to students as a basic ability to think critically, solve problems. From the data obtained at Mlajah 2 Bangkalan Elementary School, teachers still use the lecture method, which in this method still refers to the teacher, not to the students.

Based on the results of interviews with the homeroom teacher for class III at Mlajah 2 Bangkalan Elementary School, the teacher stated that the conditions of class III students in the class when learning took place were active and inactive. problems that often occur in the classroom, namely grade III students are too focused on playing cellphones, especially used for playing/games or things that have nothing to do with learning, learning models that are not in accordance with student character, student learning activity is very lacking, media Inadequate learning, the attitude of students' attention when in class is very lacking, the problem that often occurs is that students feel bored when learning takes place because the teacher lectures more. A very difficult subject to further improve student learning outcomes in class is mathematics because students do not really understand formulas. The factors that cause this problem can occur, firstly because of the lack of student interest because by just lecturing students are less active in participating in the learning process. how to overcome this problem by changing the learning process to be fun as an example using learning media. The use of learning methods/approaches/models in the classroom when learning takes place using the lecture method. Student learning outcomes during this semester using learning methods/approaches/models for students who are less enthusiastic about the learning process and for students who are enthusiastic about the learning process by using learning media. Student response/activity and motivation when learning takes place, namely students respond well and ask more questions, which means students are actively involved in the learning process.

Based on the results of observations with the homeroom teacher of class III at Mlajah 2 Bangkalan Elementary School, namely regarding the learning activities of students in Indonesian language learning subjects in class III students asked the teacher in class about material that they did not understand, students answered questions from the teacher by raising their hands to answer, then students are given assignments and complete assignments from the teacher are given time to work on, and the accuracy of collecting assignments, students are given the task

of making a story that has been explained by the teacher, students write on sheets in the form of pandas. And take pictures of stories in the box provided by the teacher. Students together make stories with their groups, then students present their work by moving forward to take the results of the story and then read it or present it in front of the class. Regarding the value of student learning outcomes at the pre-cycle stage, the following data presents grade III student scores in the Indonesian language subject:

Table 1. Learning Outcomes of Class III Students at the Pre-Cycle Stage

Criteria	Total students	Percentage
Score < 68	22	56%
Score ≥ 68	17	44%
Total	39	100%

2. Cycle I

Based on the data obtained at the pre-cycle stage, it shows that the majority, namely as much as 56% of students, still have not reached the minimum completeness criteria. Therefore, action is needed in cycle I, namely by applying the PBL learning model to Indonesian subjects. Following are the results of the Indonesian language learning outcomes data after the action is taken:

Table 2. Learning Outcomes of Class III Students at the Cycle I stage

Criteria	Total students	Percentage
Score < 68	9	23%
Score ≥ 68	30	77%
Total	39	100%

Based on the results of the data obtained, it is known that after students are given action or in the learning process activities by applying a problem-based learning model there is an increase experienced by students compared to previous learning outcomes or pre-cycles. During the first cycle, the data obtained was that there were 9 students or 23% of students who had a score of <68, which was less than the minimum completeness criteria. Meanwhile, 30 other students or 77% have scored ≥ 68 or have exceeded the minimum completeness criteria of the KKM. These data have shown that the problem-based learning model can improve student learning outcomes in class III Mlajah 2 Bangkalan. However, the percentage of the number of students who have passed has not yet reached the classical completeness criteria. This is based on the theory of mastery learning from (Trianto, 2012), that a class is declared complete if the number of students individually complete reaches 85% of students. Therefore the researcher repeated the action to improve the action so that the research results could reach the

classical completeness criteria. This is in accordance with what was conveyed by (Mulyatiningsih, 2015), that repetition of actions can be carried out if the results in the previous cycle have not reached the success criteria.

3. Cycle II

In cycle II, researchers continued to use the problem-based learning model (PBL). In general, the improvement of the actions taken by researchers in cycle II is to present problems that are more concrete and easily understood by students, namely problems that really occur and are being discussed, especially by school members. In addition, a reorganization of student groups was carried out, in which in the previous cycle the grouping of students was carried out randomly based on the number of absences, while in this cycle II, the grouping of students was carried out based on the students' cognitive level. The following are the results of the Indonesian language learning outcomes data after the action was taken in cycle II:

Table 3. Learning Outcomes of Class III Students at the Cycle II stage

Criteria	Total students	Percentage
Score < 68	5	13%
Score ≥ 68	34	87%
Total	39	100%

Based on the results of the data obtained, it is known that after students are given action and improvements are made in cycle II, the percentage of students who pass increases. In cycle II, the data obtained was that there were 5 students or 13% of students who had a score of <68, which was less than the minimum completeness criteria. Meanwhile, 34 other students or 87% have scored ≥68 or have exceeded the minimum completeness criteria of the KKM. These data have shown that the problem-based learning model can improve student learning outcomes in class III Mlajah 2 Bangkalan Elementary School. Not only that, the data shows that student learning outcomes using the problem-based learning model (PBL) have achieved the criteria of success and classical completion. This is shown by the percentage of students who have passed the 85% mark. Therefore, the researcher did not repeat the action again

D. Conclusion

Based on the results of data analysis, it can be concluded that using problem-based learning models can improve student learning outcomes in Indonesian Language Subjects. This is evidenced by the increase in the percentage of students completing their studies in class based on the minimum learning

completeness criteria, namely 68. At the pre-cycle stage, the percentage of students completing only reached 44%. The number of completed students then increased after the action was taken in cycle I, namely to 77%. In cycle I, there has been a significant increase but has not yet reached the classical completeness criteria of 85%. When several corrective actions have been carried out in cycle II, the percentage of students passing again increases to 87% and has achieved the classical completeness criteria.

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