



The Application Of Problem-Based Learning (PBL) Learning Model To Improve The Activeness And Learning Outcomes Of 7th Grade Students In Ips Subjects At SMP Negeri 7 Kota Bengkulu

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Abstract. This study aims to determine whether the application of the Problem Based Learning (PBL) learning model can improve student activity and learning outcomes in class 7g of SMP Negeri 7 Bengkulu City. This Classroom Action Research (CAR) was conducted in two cycles because it had achieved the indicators of successful action. The indicator of the success of this study is a minimum student learning activity score of 4. The subjects of this study were 32 students of class 7g of SMP Negeri 7 Bengkulu City. Data collection techniques in this study used observation, pretest scores and posttest scores. The results of the study showed that through the application of the Problem Based Learning (PBL) learning model, it can improve student learning activity and outcomes in social studies subjects. This can be seen from: 1) an increase in student learning activity. The average score of student learning activity in cycle I was 144, included in the sufficient category, and in cycle II the average score of student learning activity increased to 571.5, included in the very good category. 2) Judging from the results of the t-test at a significance level of 5% and degrees of freedom of 31, it shows that $t \text{ count} = 16.53 \geq t \text{ table } 1.696$, meaning that t table is smaller than t count, meaning that there is a significant increase, namely that cycle II is better than cycle.

Keywords: *Problem Based Learning (PBL), Activeness, Learning Outcomes.*

INTRODUCTION

Problem Based Learning Model is the provision of problems related to everyday life to students, then students in groups seek alternative solutions to solve the problem. Meanwhile, according to Dutch (in Amir 2009) *Problem Based Learning* is an instructional method that challenges students to learn to learn, work together in groups to find solutions to real problems. This problem is used to remind curiosity and analytical skills and initiative on the subject matter. *Problem Based Learning* prepares students to think critically and analytically and to find and use appropriate learning resources. This opinion is reinforced by Pusdiklatkes (2004) that learning based on problems or Problem Based Learning is a learning process that begins with problems found in a work environment. Problem Based Learning is a learning environment that uses problems to learn. Before learners learn something, they are required to identify a problem, either one that is faced in real life or a case study. The problem is presented in such a way that learners find the learning needs needed so that they can solve the problem.

Based on observation beginning researcher together Mother Welly, who is an economics teacher at SMP NEGERI 07 Bengkulu city on date July 5, 2024 known that the learning process in class seldom apply system *Problem Based Learning*. This matter due to by lack of ability And desire students in analyze answer from a problem. Besides that, habit *text book* too reduce motivation students For more creative And hone ability think critical. By Because that, method learning used until moment This is method lecture And discussion. So that students in class 7 not enough active in the learning process in class.

Student learning activity in learning is an important and fundamental issue that must be understood, realized and developed by every teacher in the learning process. Students are not only to understand, listen and take notes but students must also participate directly by providing responses during learning. The learning process is essentially to develop student learning activity through various interactions and learning experiences, where student learning activity can be achieved through group learning activities or individual learning.

Learning activity is shown by the presence of high intellectual and emotional involvement in the learning process. Students are given the opportunity to discuss their opinions and ideas, explore the material being studied and interpret the results together in groups. These activities allow students to interact actively with their environment and groups, as a medium to develop their abilities (Djamarah, 2010).

Meanwhile, according to Maharani & Kristin (2017), Learning activity is an effort made by students in the learning process, where students actively participate in learning in class, so that students gain experience, knowledge, understanding and other aspects of what has been done. Based on understanding the can withdrawn conclude that activity Study student is a process learning that makes student active in activity learning . So , they No only as recipient about What only given by the teacher, but Also follow participate Good That in a way physique or mentally.

Students' learning outcomes are very much determined by their learning activities. In other words, a student's learning outcomes are very much determined by their learning activities. Students who are active in their learning have a greater opportunity to achieve better learning outcomes, compared to students who are inactive or lazy.

Results learn this is a process that designed regular use to obtain information so far where effectiveness in the process activity learning For help student reach objective teaching optimally . Snelbeker in Rusmono (2012) said "Changes or new abilities obtained by students after carrying out learning activities are the results of learning, because learning is basically about how a person's behavior changes as a result of experience"

Learning outcomes are basically abilities in the form of new skills and behaviors resulting from training or experience gained. Learning outcomes can also be interpreted as abilities possessed by students after experiencing the learning process and can be measured through knowledge, understanding, application of analysis and synthesis achieved by students and are the level of mastery after receiving learning experiences (Husamah, 2016).

The learning outcomes required from the level of understanding are the ability to grasp the meaning or significance of a concept. In the learning outcomes of the level of understanding, there are three levels, namely translation, interpretation, and extrapolation (Ahmad Susanto, 2013). To improve student learning activity, it is necessary to apply an innovative and interesting learning method for students to be more enthusiastic and motivated to follow the learning process. One effort to increase student activity Study This is done by using the model Learning *Problem Based Learning* . Learning with the *Problem Based Learning model* has several advantages. According to Warsono and Hariyanto (2012) explains that superiority *Problem Based Learning* that is Students will get used to facing problems (problem posing) and feel challenged to solve problems, not only related to classroom learning, but also facing problems in everyday life. Fostering social solidarity by getting used to discussing with group members and then discussing with their classmates. Increasing teacher familiarity with students. Because there is a possibility that a problem must be solved by students through Classroom Action Research, this will also get students used to applying the Classroom Action Research method .

LITERATURE REVIEW

Problem Based Learning

Problem Based Learning or better known as PBL is a learning model by creating confrontation to students with practical problems, in the form of ill-structured, or open-ended through stimulus in learning. This learning model as stated by Joyce and Weil quoted (Trianto, 2010) is a plan or pattern that can be used to form a curriculum (long-term learning plan), design learning materials and guide learning in class or others. The meaning of the learning model is a conceptual framework that describes a systematic procedure in organizing learning experiences to achieve certain learning objectives, and serves as a guideline/reference for learning designers and teachers in planning teaching and learning activities.

Learning Activity

Active according to the Indonesian dictionary (2005) means active. Active gets a suffix prefix, so it becomes activeness which means activity or busyness. So, active learning is the activity or busyness of students in teaching and learning activities at school or outside school that support student learning success.

Learning outcomes

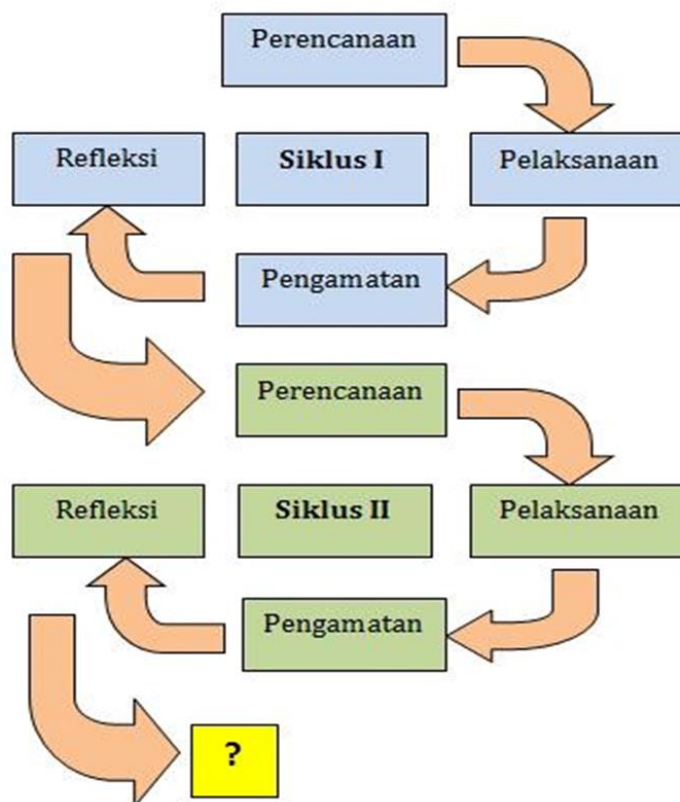
Nasution (2006) explains that learning outcomes are the result of an interaction of teaching and learning activities usually indicated by test scores given by the teacher. This is in line with Briggs in Tarug (2013) who states that learning outcomes are all skills and results achieved through the teaching and learning process in schools which are expressed in numbers or values based on learning outcome tests.

METHODS

Study This use Study Action Class (*Classroom Action Research*). Study action class can defined as a form study or activity scientific with the method used by teacher or researcher in the class with use actions For improve the process and results learning. Research action class is research conducted by teachers who come from from the problems he faced with method use stages certain for those who can increase results learning in his class Alone (Nurulanningsih, 2023). The subjects of this Classroom Action Research (CAR) are students of class VII of SMP Negeri 07 Bengkulu City. Class VII has 9 classes, starting from Class VII A to Class VII I. This research used as a place or subject of this research is class VII D, the reason for determining it as a research subject in class VII is because there is a problem in learning, namely the lack of student learning activity when carrying out learning in class s students totaling 30 people. The research design used is Classroom Action Research (CAR), which is a research developed based on problems that arise in learning activities that aim to improve and enhance the teaching and learning process in the classroom. Thus, the procedure for implementing this research will follow the basic principles of classroom action research that have been commonly carried out.

Research village uses Arikunto and Dadang Iskandar and Nasrim's (2015) classroom action research model which consists of the following steps: "planning, implementation, observation and reflection. Then continued with planning, implementation, observation and reflection. This classroom action research model refers to the model sourced from Arikunto (2010) in Dadang Iskandar and Narsim (2015, p. 23), so the classroom action step plan consists of several stages, namely as follows: Stages in research according to Arikunto in Dadang Iskandar and Narsim (2015) as follows:

Figure 1 Arikunto's Basic Model Of Classroom Action Research



Technique collection data in study This use Test , observation , And Documentation . The data analysis technique in this study is a descriptive method by looking at student learning outcomes before the action cycle 1, the action of student learning outcomes cycle II. In this study, the data analysis technique used data analysis techniques according to (Lilis Nur Chotimah, 2019) .

RESULTS

Results study show that through application of learning models *Problem Based Learning* (PBL) can increase activity And results Study student on eye lesson IPS . That is can seen from : 1) existence improvement activity Study students . Average score of activeness Study student on cycle I is as big as 144 including in category Enough And on Cycle II Average score of activity Study student increase become 571.5 including in category very good . 2) Judging from the results of the t-test at a significance level of 5% and degrees of freedom 31 shows that $t \text{ count} = 16.53 \geq t \text{ table } 1.696$ means that $t \text{ table}$ is smaller than $t \text{ count}$, meaning there is a significant increase, namely cycle II is better than cycle I.

DISCUSSION

Study This implemented at SMP Negeri 7 on eye IPS lessons . The learning process in class tend monoton And nature One direction , because depends to the teacher. So that student will easy bored And No Can follow learning with good for overcome problem said , then required existence variation in use of learning models to be able to push student For more

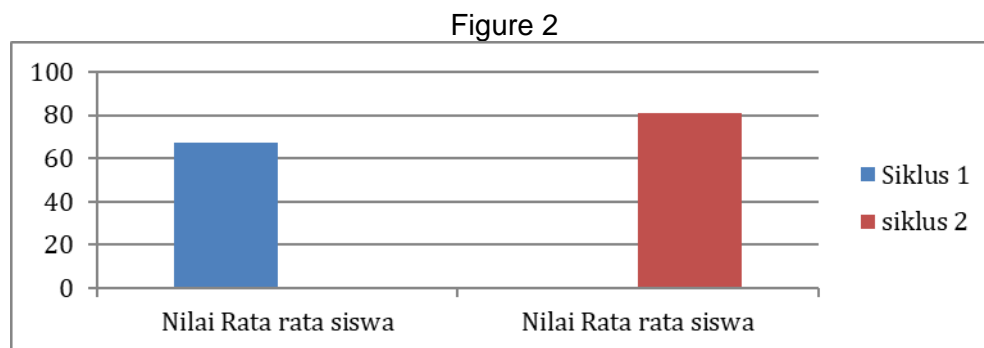
play a role active in class . The model that will be applied by researcher For overcome problem the is with using a learning model *Problem Based Learning* . Following This will explained about application of learning models *Problem Based Learning* For increase activity And results learning that has been done .

Implementation of the Learning Model *Problem Based Learning*

Implementation of the learning model *Problem Based Learning* On study This material lessons taught only eye Social Studies Lesson . This is Because eye another lesson Already taught by the teacher. Implementation of the learning model *Problem Based Learning* has designed such that appearance with consider syntax in the learning model *Problem Based Learning* . Observation process from implementation of the learning model *Problem Based Learning* done by an observer. The observer does observation on the process of implementing the learning model *Problem Based Learning* based on on sheet observations that have been made by researcher previous . Sheet observation implementation of the learning model *Problem Based Learning* This used during the ongoing research process as much as two cycle . On cycle I, implementation of learning models *Problem Based Learning* Not yet implemented with good . This is because the teacher has not capable allocate time with Good . So that time learning exceed the time that has passed planned . Whereas on cycle II, learning model *Problem Based Learning* implemented with Good because the teacher already capable allocate time . Success implementation of the learning model because of before start research , teachers are directed return For understand steps to be taken done in learning models And allocation time learning Already organized with Good so that if happen constraint in the learning process can quick resolved with okay . then from that , implementation of learning models *Problem Based Learning* Already implemented with Good .

Activity Study Student

Based on results observation activity Study students who have done , can known that average activity value Study student on cycle I is as big as 144 on cycle II becomes 571.5. The following This is chart improvement activity Study student on cycle I and cycle II.



Based on chart activity Study student on can known that application of learning models *Problem Based Learning* on eye Social studies lessons in class 7G of SMP Negeri 7, Bengkulu City can increase activity Study student . Improvement activity Study student happen on cycle II which proves that application of learning models *Problem Based Learning* can used as alternative variation of learning models For push student play a role active in learning .

Results Study Student

The application of the problem based learning model also can increase results Study students . This is can seen from average class value And completeness students who experience improvement in cycle II.

Can known that the occurrence improvement class average value And presentation completeness Study student In the Pretest cycle I it was known average class value is 50.78 And presentation completeness is 0%. And in the pretest cycle II the average value of the class increase to 71.72 with percentage completion at 50 %. While mark posttest on cycle I is 70.62 And percentage completeness is 28%. The average value of the posttest on cycle II experienced improvement to 88.12 And percentage completeness increase to 100%. Increase class average value And completeness students who happen on cycle II shows that application of learning models *Problem Based Learning* can increase results Study student class 7g of State Middle School 7, Bengkulu City on Lesson Economy . With thus can known that learning model *Problem Based Learning* can made into alternative learning models For increase results Study student .

Improvement mark activity Study student And results Study students who get researcher through application of learning models *Problem Based Learning* (PBL) in study This in accordance with 2 relevant studies that is research conducted by Wulansari (2017) and research conducted by Triyadi (2018).

CONCLUSION

1. The Problem Based Learning learning model can improve the learning activity of class 7G students of SMP Negeri 7 Bengkulu City. This is proven with average results activity Study student on sheet observation cycle I is (144) with criteria Enough . On sheet observation , results from the average activity Study student cycle II increased become amounting to (571.5) with criteria Good . Judging from the results of the t-test at a significance level of 5% and degrees of freedom 31 shows that $t \text{ count} = 16.48 \geq t \text{ table } 1.694$ which means that $t \text{ table}$ is smaller than $t \text{ count}$ meaning there is a significant increase, namely cycle II is better than cycle I.
2. Problem Based Learning learning model can improve the learning outcomes of class 7g students of SMP Negeri 7 Bengkulu City. Judging from the results of the t-test at a significance level of 5% and degrees of freedom 31 shows that $t \text{ count} = 16.53 \geq t \text{ table } 1.696$ means that $t \text{ table}$ is smaller than $t \text{ count}$, meaning there is a significant increase, namely cycle II is better than cycle I.

SUGGESTIONS

1. For Teachers
 - a. Teachers can apply the *Problem Based Learning learning model* to other subjects or competencies which are expected to increase student activity and learning outcomes.
 - b. Teachers can develop a *Problem Based Learning learning model* in order to create an active and student-centered learning process so that it can increase students' activeness and understanding of the material being taught.
2. For students
 - a. Students need to be supported to be more courageous in expressing themselves. opinions or ask questions related to material that is not yet understood to the teacher or other students who already understand.
 - b. Students are encouraged to be more active in seeking information or learning materials so that the knowledge they have will be greater and will not depend on the teacher.

3. For Schools

- a. Schools need to encourage or support teachers to develop learning models so that learning becomes more interesting and varied so that students do not easily become bored.
- b. Schools need to improve facilities and infrastructure to support the learning models used by teachers so that learning can run optimally.

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