Improving Student Learning Outcomes Through Problem Based Learning Models in Indonesian Language Subjects for Elementary School Students

Arsad[1], Muhammad Yusnan[2*]

[1,2]Faculty of Teacher Training and Education, Muhammadiyah University of Buton, Indonesia

ABSTRACT

This research aims to improve student learning outcomes through the Problem Based Learning (PBL) learning model in Indonesian language learning in Class V of Wameo 2 State Elementary School. This type of research is classroom action research, each cycle consisting of 4 stages, namely planning, action, observation and reflection. The research subjects chosen were 16 students in class V of Wameo State Elementary School 2, even semester of the 2021/2022 academic year, consisting of 10 male students and 6 female students. The data collection techniques used were observation, test sheets, interviews and documentation. Based on the research results in cycle I and cycle II, results were obtained which showed an increase in learning outcomes, namely from the test results in cycle I there were 10 students who completed (62.50%) and 6 students (37.50%). Incomplete with an average score of 65. .62. Student learning outcomes in cycle II were 14 students (87.50%) completed and 2 students (12.50%) incomplete with an average score of 92.5. The results of this research indicate that the use of the Problem Based Learning learning model can improve student learning outcomes from cycle I to cycle II.

Keywords: *Learning Outcomes, Learning Models, Language*

1. Introduction

Education is a conscious effort that is deliberate and developed to achieve predetermined goals and is an effort to develop human potential through the learning process, where education is the process of acquiring knowledge and habits through learning or study. The learning system is still dominated by the lecture method. This method does not really develop students' thinking abilities, especially in solving problems.

The Functions and Objectives of Education in Law of the Republic of Indonesia Number 20 of 2003 Chapter II Article 3 are stated as follows: "National education functions to develop abilities, shape the personality and civilization of society". quality nation in the context of education for the life of the nation, in order to develop the potential of students to become human beings who believe in and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent. and democratic and responsible citizens.

Problems related to the physical condition of students in the Indonesian language learning process in general still do not use models and there are still students who use methods usually determined by the teacher. The focus of the educational process is generally on teacher teaching, while the focus. The teaching process is actually a student learning activity. Meanwhile, in our educational terminology, it is a representation of the teaching and learning process (PBM). This clearly shows that learning and teaching are two processes that cannot be separated in the implementation of education.

Korespondensi: Arsad, Email: arsdumbuton@gmail.com

One alternative that can make the learning atmosphere more fun and dynamic and can generate interest and results in learning Indonesian is the Problem Based Learning Model (PBL). Problem-based learning (PBL) is learning that uses real (authentic), unstructured problems as a context for students to develop problem-solving and critical thinking skills, as well as gain new insights.

Student success in Indonesian language learning activities can be measured by the success of students who take part in these activities. This success can be seen from the level of understanding, assignment of material and student learning outcomes. The more they understand and define the material, the higher the student learning outcomes will be. However, in reality it can be seen that up to now the results of learning Indonesian achieved by class V students are still low.

Based on the results of observations and interviews conducted by researchers at Wameo State Elementary School 2 on November 30 2022, they explained the implementation of the learning system at the school. 70 5th grade students at Wameo State Elementary School 2 were identified with 16 students passing the daily tests, (25%) students completed and 12 (75%) students did not complete the KKM. Problems that occur due to students' lack of interest in learning Indonesian so that students appear passive in learning, when the teacher delivers Indonesian language learning there are still students who are noisy, less enthusiastic, less focused on learning, students' low response to teacher questions resulting in students' daily test scores low. It is hoped that using the problem based learning (PBL) learning model in the Indonesian language learning process will attract students' interest in learning so that it can improve student learning outcomes.

2. Methods

Classroom Action Research (CAR) is the methodology of this research. PTK refers to participation in learning activities in the form of group projects that are taught deliberately in the classroom (Arikunto in Tina, 2019). Planning, implementation, observation and reflection are the four actions that form the Classroom Action Research method for cycle I. The subjects of this research were all class V students at Wameo 2 Elementary School who were registered in the even semester of the 2021/2022 academic year, totaling 16 students. consisting of 6 female students and 10 male students.

Data collection techniques are one method that can be used by academics to collect data according to their own personal preferences. The techniques used are tests and observations. Understanding the behavior of teachers and students during the implementation of reading learning is possible through supervision or observation. Understanding the behavior of teachers and students during the implementation of reading learning is possible through supervision or observation. One tool that can be used to assess student learning outcomes is tests. Analyzing classroom action research data both quantitatively and qualitatively is the next step. The purpose of this analysis is to assess student learning outcomes at the time they occur. The data in this research were analyzed using quantitative descriptive analysis methods. Descriptive statistics is the main data analysis method used, and the average formula is the procedure. The researcher determined that indicators of research success in class V Indonesian language subjects would be considered successful if the classical score was 85% of students had obtained a score of 70. Based on the minimum completion criteria set.

3. Findings and Discussions

3.1 Findings

Results Actions of Cycle I

Observations of the activities of teachers (researchers) and students were carried out by observing the behavior of teachers and students in the learning process through contact. All visible teacher and student activities were recorded on the observation sheet prepared by the researcher. Master activities in exposition learning using the Problem Based Learning learning model.

Tabel 1. Results of Observation of Teacher Activities in Cycle I

No	Indikator	Score	
		Meeting 1	Meeting 2
1	Initial activity	2	3
2	Core activities	5	5
3	Closing activities	3	4
Score		10	12
Percentage		76,92%	92,30%
Average		84,61%	
Category		Very good	

Results of observations of Ace's activities during two meetings. In cycle I, the first meeting received a score of 10 with a rate of 76.92%, in the second meeting a score of 11 with a rate of 92.30%, so the owner's activity ratio in cycle 1 was 8.61%, from this category the ability of the activity master can be assessed as very good and in accordance with the researchers' expectations.

Tabel 2. Results of Observation of Student Activities in Cycle I

No	Indikator	Score	
		Meeting 1	Meeting 2
1	Initial activity	2	2
2	Core activities	5	5
3	Closing activities	2	4
Score		9	11
Percentage		69,23%	84,61%
Average		76,92%	
Category		Active	

The results of observing student activities in two meetings in cycle I. In the first meeting the number of points obtained was 9 with a figure of 69.23% and in the second meeting the absolute points obtained were 11 with a level of 8.61%.. If the average percentage of activity students in cycle I had a percentage of 76.92%. By referring to this information, student activities can be categorized as active. So a second cycle is needed to increase student activity in the learning process.

The table above is the result of observing student performance in assessment activities carried out in each cycle by providing individual test sheets. The questions were given in multiple choice form with 10 numbers, each question was given a score of 10. The second lesson took place on Wednesday, April 13 2022. The teacher (researcher) distributed questionnaires. The questionnaire contains questions documenting events in the country during the colonial period. Includes 10 multiple choice numbers. At the end, the teacher asks students to collect the worksheets they have done, then the teacher carries out closing activities and ends by saying hello. Students are assessed to determine the extent to which student

learning achievement has increased using the problem-based learning model. Information about test results to assess student learning outcomes for period I is presented in the following table.

Tabel 3. Learning Outcome Evaluation Test Scores Cycle I

No	Student Initials	Mark	Completeness	
			Complete	Not Completed
1	AH	70	✔	
2	ARP	90	✔	
3	GG	70	✔	
4	FDA	60		✔
5	FDI	90	✔	
6	FG	90	✔	
7	LMF	50		✔
8	MA	70	✔	
9	NSM	50		✔
10	RSD	80	✔	
11	RA	40		✔
12	SH	30		✔
13	SM	80	✔	
14	SE	80	✔	
15	SGH	30		✔
16	TC	70		✔
Amount		1.050	10	6
Average		65,62		
Percentage			62,50%	37,50%
Completeness of Classical Learning			62,5%	

Based on the dashboard, the results of the first cycle student assessment tests show an improvement compared to the results of pre-cycle students before using the problem-based learning model. This can be seen when the students' average score increased from 60.31% to 65.62%. Based on undergraduate score information, it was also found that 10 students (62.5%) had completed and 6 students (37.5%) had not completed. Based on the information sheet, the test results assess students' abilities. Compared with the students' level of ability before graduating, only students (25%) passed and 12 students (75%) did not pass. Thus, it is known that the classical completeness obtained in cycle I was 62.5 of the number of students who passed the KKM. However, the percentage of classical completeness obtained did not meet the completeness criteria expected by the researchers, namely that it could be ignored by 80% of students who took the KKM exam. Therefore, in cycle II it still needs to be proven that the use of a problem-based learning model can improve the learning achievement of class V students at Wameo 2 State Elementary School.

Reflexology was carried out by researchers and class V students after the end of cycle I. In cycle I after implementing the problem-based learning model, the average GPA for class V was 65.62 with classical completeness of 62.5%, still far from the goal expected by the seeker. Let the results become food for thought in cycle II by asking more real world questions to students using the Problem Based Learning learning model.

Results Actions of Cycle II

The teacher guides students in their work with practice questions. After the teacher finishes, he asks questions about unknown things related to the topic being taught. Then the teacher gives 10 numbered test questions. The teacher gives homework to students and ends the lesson with prayers and greetings. As in cycle I, in cycle II observations were also made of the teacher (researcher) during class activities and of students during class learning. Deficiencies in cycle I can be overcome in cycle II. Based on the results of observations in cycle II, it shows that learning activities, both teacher and student activities, increased compared to cycle I:

Tabel 4. Results of Observation of Teacher Activities in Cycle II

No	Indikator	Score	
		Meeting 1	Meeting 2
1	Initial activity	3	3
2	Core activities	5	5
3	Closing activities	4	4
Score		12	12
Percentage		92,30%	92,30%
Average		92,3%	
Category		Good	

From the table above you can see the results of observations (observing) activities such as those in the two meetings of cycle II. The overall score obtained at the first and second meetings was the same, 12 with a score of 92.30%, so the average ratio of the two meetings was 92.30%. From the score results, the master's activity can be categorized as good.

Tabel 5. Results of Observation of Student Activities in Cycle II

No	Indikator	Score	
		Meeting 1	Meeting 2
1	Initial activity	3	3
2	Core activities	5	5
3	Closing activities	4	4
Score		12	12
Percentage		92,30%	92,30%
Average		92,3%	
Category		Active	

Look at the results of observations (observing) student activities at two cycle II meetings. The absolute value obtained in the first period was 12 with a rate of 92.30%, and in the second period the absolute value obtained was 12 with a rate of 92.30%, so the mean was 92.3%. Based on the results of these scores, it shows that there was an increase in student activity during the two Cycle II meetings and they were classified as very active.

Evaluation activities are carried out at the end of each cycle by giving individual tests. The questions are given in multiple choice form with 10 numbers, each giving 10 points. At the second meeting on Wednesday, April 20 2022, a cycle II assessment test was given. The master (researcher) distributed a 10-question numbered questionnaire documenting events in the country during the colonial period. After that the teacher asked to collect the lesson sheets that had been filled in. The teacher closed and ended by reading prayers and greetings. Students are assessed to determine the extent to which student learning achievement has

increased using the problem-based learning model. Information about test results to assess student learning outcomes in cycle II is presented in the following table:

Tabel 6. Learning Outcome Evaluation Test Scores Cycle II

No	Student Initials	Mark	Completeness	
			Complete	Not Completed
1	AH	100	✔	
2	ARP	100	✔	
3	GG	100	✔	
4	FDA	100	✔	
5	FDI	90	✔	
6	FG	100	✔	
7	LMF	100	✔	
8	MA	100	✔	
9	NSM	100	✔	
10	RSD	80	✔	
11	RA	100	✔	
12	SH	100	✔	
13	SM	60		✔
14	SE	100	✔	
15	SGH	90	✔	
16	TC	60		✔
Amount		1.480	14	2
Average		92,5		
Percentage			87,50%	12,50%
Completeness of Classical Learning			87,5%	

Based on this table, it can be seen that there were 14 students who reached the KKM. Meanwhile, 2 students did not reach the KKM. Information Cycle II the average value obtained was 91.5. And classical completeness reached 87.5%. The table shows that class 5 students achieved the specified KKM, not significantly 80% of students completed the KKM hole, although there were still 2 students who did not complete it individually. So, classroom action research was stopped in cycle II.

The results of cycle II actions showed quite good improvement. The results of observations made show that the implementation of learning using the Problem Based Learning learning model has provided better results, even in expressing opinions or answering questions given there are still students who are less enthusiastic, but these students are active in solving questions. given by his master. This means being able to receive the material well and participate in learning using the Problem Based Learning model. Based on the evaluation results of the second cycle of action tests, it can be seen that the results of learning Indonesian for class V students at Wameo 2 Elementary School have classically improved compared to pre-cycle and cycle.

3.2 Discussions

This classroom action study was carried out to determine the improvement in student learning outcomes in subjects about national events during the colonial period through the problem-based learning (PBL) model in class V Indonesian Elementary School 2 Wameo. On that basis, something is needed that can help students understand sociological concepts, such as in this research using a

problem-based learning model. This classroom action research begins with the first cycle of action and the second cycle of action.

Cycle I

From the results of observations, both individual and student performance observations as well as student learning outcomes show an increase after using the problem based learning model in cycle I. During learning, observations are made of student performance and skills and tests. evaluated in cycle I and. The results of observations of ace activities in the first cycle of the first meeting, all scores were 10 with a rate of 76.92n which were considered good, in the second meeting the full score was 12 with a rate of 92.30n which was considered good. very good. Thus, the percentage of completion in cycle I was 84.61% in the very good category. This is in line with researchers' expectations where master's activities must be categorized as very good. Meanwhile, for observing student activities in cycle I, meeting I received a score of 9 with a percentage of 69.23% and was categorized as active, in meeting II of cycle I there was an increase by getting a score of 11 with a percentage of 84.61% and was categorized as very active. Even though it increased, student activity did not match the researchers' expectations when the achievement level was 76.92 in the active group. Students are said to have completed individually if they reach a score of 70. Meanwhile, a class is said to have completed classically if it reaches a score of 80%. The weakness in cycle I was that the teacher had not achieved the planned RPP optimally, so the student observation sheets in cycle I were still lacking, so efforts needed to be made to improve it. research. research is more ideal.

The university level assessment test results of 16 grade 5 students were all declared passes. In the final assessment test, out of 16 students, 10 students passed the specified KKM IPS, namely 70 students, and 6 students did not pass the KKM. The average score on the tertiary assessment test is 65.62 with classical completion of 62.5%, which means that 10 students have passed the KKM, namely 70, while 6 students have not passed the KKM. Cycle I did not achieve the highest results because it did not reach 80% classical completeness as previously determined, so the search continued in cycle II.

Cycle II

The university level assessment test results of 16 grade 5 students were all declared passes. After the assessment was carried out, of the 16 students it was discovered that 10 students had passed the IPS KKM, namely 70 students, while 6 students had not completed the KKM. The average score on the tertiary assessment test is 65.62 with classical completion of 62.5%, which means that 10 students have passed the KKM, namely 70, while 6 students have not passed the KKM. Cycle I did not achieve the highest results because it did not reach 80% classical completeness as previously determined, so the search continued in cycle II.

Comparison of Action Results

This research was divided into two, namely cycle I and cycle II. The action stage in cycle I uses a problem-based learning model. From the first cycle of action, 10 students (62.5%) completed the learning outcomes of 16 students. However, the students' classical completeness was 62.5%, so this research had to be continued in cycle II. After measurements were carried out in cycle II with the same model and material, student learning outcomes increased significantly. There was 1 student (87.5%). The following table shows a comparison of the academic achievements of Cycle I and Cycle II students.

Table 7. Comparison of Student Learning Outcomes in Pre-Cycle, Cycle I and Cycle II

Learning outcomes	Cycle I		Cycle I	
	Student	%	Student	%
Complete	10	62,5 %	14	87,5
Not Completed	6	37,5	2	12,5
Amount	16	100%	16	100%
Average	65,62		91,5	
Classical completeness	62,5%		87,5%	

Students' Indonesian language learning outcomes in cycle I and cycle II have increased. The mean obtained after using the undergraduate problem-based learning model was 65.62 with a completeness of 62.5%. In cycle II there was also an increase with an average score of 91.5 with a completeness of 87.5%. Thus, in cycle II the researcher had achieved the classical completeness that the researcher hoped for.

4. Conclusion

Based on research information, it can be concluded that exposure learning using a problem-based learning model can improve learning outcomes in class V Indonesian language learning at Wameo 2 State Elementary School. This increase can be seen from the evaluation of student learning outcomes starting from cycle I which was 65.62 and in cycle II it increased to an average of 91.5. For complete learning outcomes, students who reached KKM 70 in cycle I were 10 students or 62.5% and increased in cycle II to 14 students or 87.5%. Thus, the level of learning completeness from cycle I to cycle II has increased by as many students or the equivalent of 25%. This shows that learning outcomes when learning Indonesian in class V of Wameo 2 State Elementary School using the problem-based learning model have increased.

References

Agustina. 2016. *Belajar dan Pembelajaran.* Diakses melalui http://reposotory.unpas.ac.id/12953/5/BAB%20II%%20PDF.pdf (tanggal 3 Januari 2022).

Anazifa, R. D., & Djukri, D. (2017). Project-based learning and problem-based learning: Are they effective to improve student's thinking skills?. *Jurnal Pendidikan IPA Indonesia, 6*(2), 346-355.

Arifin, Syamsul. 2021. *Model PBL (Problem Based Learning) Berbasis Kognitif dalam Pembelajaran Matematika.* Indramayu: CV. Adanu Abimata.

Aryanti. 2020. *Inovasi Pembelajaran Matematika di SD Problem Basic Learning Berbasis Scaffolding, Pemodelan, dan Komunikasi Matematis.* Yogyakarta: Deepublish.

Cahyo, Riky Nur, dkk. 2018. *Upaya Meningkatkan Hasil belajar Bahasa Indonesia Melalui Model Pembelajaran Problem Based Learning (PBL) Berbantuan Media Audio Visual Pada Siswa Kelas 4 SD.* Jurnal Basicedu Vol. 2 No 1.

Darmawan, Daddy. 2020. *Pengembangan Media Pembelajaran.* Jakarta: Kencana.

Djoko. 2021. Anak saya bisa sangat sukses (pembelajaran yang sukses mengarah ke kecemerlangan). Jakarta: PT Bumi Aksara.

Hidayatullah. 2018. Penelitian Tindakan di Kelas. Jakarta: Penerbit Rajawali.

Ibrohim. 2018. *Jejak Inovasi Pembelajaran Bahasa Indonesia.* Yogyakarta: LeotikaPrio. Diakses melalui

Jamaludin, dkk. 2020. *Pengembangan Media Pembelajaran.* Yayasan Kita Menulis. Diakses melalui

Kadir, dkk. 2019. *Pembelajarn Matematika Dalam Era Revolusi Industri* 4.0. kendari. Diakses melalui

Kudisiah.HJ. 2018. *Meningkatkan Hasil Belaajar IPA Materi Gaya Menggunakan Metode Demonstrasi Pada Siswa Kelas IV SDN Bedus Tahun Pelajaran 2017/2018.* Jurnal Ilmiah Mandala Educatoin Vol. 4 No 2.

Kurniawan, Yasep. 2019. *Inivasi pembelajaran model D metode pembelajaran bagi guru.* Surakarta. CV Oase Grup.

Latifah, E. L. E. (2023, August). The Increasing The Learning Outcomes of Class V Students Through The Problem-Based Learning Model In Indonesian Language Yogyakarta City. In *Proceedings of International Conference on Teacher Profession Education* (Vol. 1, No. 1, pp. 671-682).

Makki, Ismail. 2019. *Konsep Dasar belajar dan Pembelajaran.* Pamekasan: Duta Media Publishing. Diakses melalui

Malinda. 2019. *PTK untuk Guru.* Semarang: Fatawa Publishing

Maisarah. 2020. *PTK dan Manfaatnya Bagi Guru.* Bandung: Media Sains Indonesia.

Maulana, Nashran. 2020. *Pembelajaran Tematik SD/MI.* Jakarta: Kencana.

Mukti, D., Rufaidah, D., Dewana, E., & Triyono, A. (2023, August). Increasing Activeness and Learning Outcomes with the Problem-Based Learning Model for Class II Elementary School. In *Proceedings of International Conference on Teacher Profession Education* (Vol. 1, No. 1, pp. 1589-1602).

Mumpuni, Atikah. 2018. *Integrasi Nilai Karakter dalam Buku Pelajaraan.* Jakarta: Deepublish.

Mustafa, dkk. 2020. *Metodologi Penelitian Kuantitatif, Kualitatif dan Penelitian Tindakan Kelas.* Malang: Universitas Negeri Malang.

Mulyasari, R Dina, dkk. 2019. *Penerapan Model Problem Based Learning (PBL) Untuk Meningkatkan Hasil Belajar Siswa Pada Pembelajaran Bahasa Indonesia Di Kelas V SDIT Al- Madinah Cibinong.*Jurnal Of Elementary Educarion, Vol. 3 (1).

Nursalim. 2020. *Manajemen Belajar dan Pembelajaran.* Yogyakarta: Lontar Mediatama.

Pratiwi, dkk. 2021. *Konsep Dasar IPS.* Aceh: Yayasan Penerbit Muhammad Zaini.

Rukia, dkk. 2022. Penerapan Model Pembelajaran Berbasis Masalah (PBL) untuk meningkatkan hasil belajar siswa pada mata pelajaran IPA Kelas V Sekolah Dasar Negeri 16 Manggalaung. Jurnal Pendidikan Dasar Dunia. Vol.1 No.1

Salminawati, Muhammad Saleh A. 2020. *Filsafat Ilmu Pendidikan Dasar Islam.* Yogyakarta: K-Media. Diakses melalui

Sarah. 2021. *Penerapan Model Pembelajaran Problem Based Learning (PBL) Untuk Meningkatkan Hasil belajar Bahasa Indonesia Di SD.*Jurnal Ilmiah Wahana Pendidikan. Vol.7 No.1

Setiawan, Andi. 2017. Belajar dan belajar. Ponorogo: Uwais Inspirasi dari Indonesia.

Setiyaningrum Monika. 2018.*Peningkatan Hasil Belajar Mengunakan Model Peoblem Based Learning (PBL) Pada Siswa Kelas V Di SD.* Jurnal riset teknologi dan inovasi pendidikan. Vol 1, No .

Siska, Yulia. 2016. *Konsep Dasar IPS.* Yogyakarta: Garudhawaca.

Sopandi, Daden, Andina Sopandi. 2021. *Perkembangan Peserta Didik.* Yogyakarta: Deepublish.

Sri, U. (2021). Problem Based Technology and Science Development to Improve Science Learning Outcomes in Elementary Schools. *ANP Journal of Social Science and Humanities*, *2*(2), 151-156.

Suardi. 2018. *Belajar dan Pembelajaran.* Yogyakarta: Deepublish.

Susanto, Ahmad. 2014. *Pengembangan Pembelajaran Bahasa Indonesia di Sekolah Dasar.* Jakarta. Prenadamedia Grup.

Wahyuningsih, Sri. 2020. *Model Pembelajaran Mastery Learning Upaya Peningkatan Keaktifan Dan Hasil Belajar Siswa.* Yogyakarta: Deepublish.