

APPLICATION OF PROBLEM BASED LEARNING (PBL) MODEL TO IMPROVE LEARNER LEARNING OUTCOMES IN INTEGRATED THEMATIC LEARNING IN ELEMENTARY SCHOOL

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Abstrak

Secara umum penelitian ini bertujuan untuk menguraikan peningkatan hasil belajar siswa terhadap pembelajaran tematik terpadu dengan memakai model *problem based learning* (PBL) dikelas lima SD Negeri 11 Tanjung Alai Kabupaten Pasaman. Penelitian tindakan kelas yang digunakan penelitian pada penelitian ini dan menggunakan pendekatan kualitatif dan kuantitatif. perencanaan, pelaksanaan, pengamatan dan refleksi merupakan Prosedur penelitiannya. Data penelitian diambil pada dokumen analisis, hasil observasi, hasil tes dan non tes. Penelitian dilakukan di semester dua tahun ajaran 2021/2022. Guru serta siswa kelas V SD Negeri 11 Tanjung Alai Kabupaten Pasaman adalah Subjek penelitian, dimana ada 20 orang siswa terdiri dari enam laki-laki dan empat belas wanita. Hasil penelitian menggambarkan a) Perencanaan pada siklus satu mendapatkan rata-rata 86,05% (B), meningkat disiklus dua yaitu 94,4% (SB), b) pelaksanaan pembelajaran pada aspek guru, siklus satu mendapatkan rata-rata nilai 80,1% (B), meningkat disiklus dua yaitu 92,8% (SB). Pada aspek siswa, siklus satu mendapatkan rata-rata nilai 76,7% (C), meningkat disiklus dua yaitu 92,8% (SB), c) hasil belajar siswa pada siklus satu mendapatkan rata-rata 79,30 (C), meningkat disiklus dua yaitu 91,76 (A). sehingga disimpulkan bahwa penggunaan model PBL membuat hasil belajar siswa meningkat pada pembelajaran tematik di kelas V SD Negeri 11 Tanjung Alai Kabupaten Pasaman.

Kata Kunci: hasil belajar, tematik terpadu, problem based learning

Abstract

In general, this study aims to outline the improvement of student learning outcomes towards integrated thematic learning by using a *problem based learning* (PBL) model in class five of SD Negeri 11 Tanjung Alai Pasaman Regency. Class action research used research on this research and uses a quantitative and quantitative approach. Planning, implementation, observation and reflection are research procedures. Research data is taken on analysis documents, observation results, test results and non-tests. The research was conducted in the second semester of the 2021/2022 school year. Teachers and students of class V of SD Negeri 11 Tanjung Alai Pasaman Regency are the subjects of research, where there are 20 students consisting of six men and fourteen women. The results of the study illustrate a) Planning in cycle one gets an average of 86.05% (B), increased in the second disiklus, namely 94.4% (SB), b) the implementation of learning in the teacher aspect, cycle one gets an average score of 80.1% (B), increased in the second degree, namely 92.8% (SB) On the student aspect, cycle one gets an average score of 76.7% (C), an increase of 92.8% (SB), c) student learning outcomes in cycle one get an avarage of 79.30 (C), an increase of 91.76 (A). so it was concluded that the use of the PBL model made students' learning outcomes increase in thematic learning in class V of SD Negeri 11 Tanjung Alai Pasaman Regency.

Keywords: *learning outcomes, integrated thematic, problem based learning*

INTRODUCTION

Education in Indonesia has undergone many changes with the aim of educating the nation. In this case, changes are realized by changes in the curriculum, where currently the 2013 curriculum is applied in Indonesia. Curriculum 2013 is one of the elements that provide contributions to realize the process of developing the quality of potential students. The 2013 curriculum is a further step from the previous curriculum that underwent development.

Kurikulum 2013 covers aspects of several competencies, namely attitude, skills, and knowledge. The 2013 curriculum is conducted from first to sixth grade using integrated thematic learning approaches. This is the same as what (Rusman, 2019) that the learning process in elementary school from the first to the sixth grade does integrated thematic learning. According to (Khairudin, 2021) the 2013 curriculum is a curriculum that uses integrated thematics in its learning activities.

Integrated thematic learning is a learning process that connects a subject by using themes that are not realized by students when the subjects move from one material to another is not clearly visible (Khairudin, 2021) To combine more than one subject at once when face-to-face, integrated thematic learning uses the theme as a unifier of learning activities to provide a useful experience for learners, the Ministry of Education and Culture (Reinita, 2020) According to Hartono (Sari, 2021) The main characteristics of integrated thematic learning are 1) Experiences and activities in the learning process in line with the

level of understanding of learners, The form of learning activities is separated from the interests and needs of students, learning outcomes can last a long time, help learners in improving skills in thinking, presenting lessons in real accordance with the level of problems that actually occur in learners, validating and developing children's social potential.

The characteristics of integrated thematic learning according to (Rusman, 2019) are centered on learners (student centered), learners get direct experience, between materials do not look separate, display the concepts of many subjects, the nature is exhausted, learning outcomes develop on the interests and needs of learners, the principle used is to learn while playing so that it is fun. If the teacher mastered the characteristics of integrated thematic learning, so that learning goals can be achieved with good results and can improve student learning outcomes.

Learning outcomes are a useful criterion in order to know the skills of learners after following the learning process that is seen with changes in attitudes, from the uninitiated to the know, changes in the habitual stage of emotional attitude development skills and physical growth. According to Susanto (in Lena et al., 2021) that learning outcomes can change the behavior of students where the results of learning activities can be in the form of cognitive, affective and psychomotor aspects. As in the opinion of Dimiyati & Mudjiono (in Parasamy & Wahyuni, 2017) Learning outcomes are an interaction in learning in the form of PBM activities ending with the

process of evaluating learning outcomes by teachers, and learners receive results from learning.

In order for the learning outcomes of learners to be more optimal, teachers need to design a learning activity before carrying out learning in class, namely teachers need to make a good learning planning or RPP adapted to the elements of RPP preparation, one of which is by using a learning model. This is in accordance with what was announced by (Majid, 2014) that a teacher must prepare RPP before carrying out the learning process.

Based on what researchers observed during observations in the class of five State Elementary Schools 11 Tanjung Alai Pasaman Regency, on Monday, September 28, 2021 until Wednesday September 30, 2021 theme 2 (Clean Air for Health) subtheme 2 (Importance of Clean Air for Breathing) learning 4. There are several tastes in integrated thematic learning activities found by researchers such as 1) Learning resources used by teachers are pegged to the teacher's book, and the teacher has not used an innovative learning model, then the researcher found problems in terms of implementation, namely 1) still centered on the teacher, where the teacher is less involved in the learner in digging and finding learning concepts, 2) when learning takes place the separation between materials is still clear, 3) RPP does not become a teacher guideline in the learning process, so it can be seen that during the implementation of the teacher does not convey the learning objectives even when learning the teacher does not use props when studying.

The teacher problems that arise above result in several things, namely 1) not yet centered on learners, 2) Many students are still unable to solve problems related to learning, 3) Learners are not active in learning, have not dared to convey their ideas and are afraid to ask questions in the learning process, 4) Learners' learning outcomes are much below average. Of these problems, the learning outcomes of learners are still low and unsatisfactory.

The achievement of the learning outcomes of class V students of SD Negeri 11 Tanjung Alai is still a lot of students who have not met the limit of learning completion of at least 75. This is evident in the first semester exam score, that out of 20 students, 8 students achieved KBM and 12 students were not completed. From these problems, it can be overcome by improving the learning program in order to improve student learning outcomes in accordance with what is expected in the 2013 curriculum whose learning is centered on students (student centered), learning is not only teacher centered, so that integrated thematic goals can be achieved optimally and problems in integrated thematic learning can be overcome.

Therefore, the use of the PBL model is a solution that researchers provide to be applied in the 2013 curriculum to improve the critical thinking skills of students in order to solve real problems in life either in groups or individuals so that learning outcomes increase. According to (Putri & Amini, 2021) the Problem Based Learning model is a learning model that focuses on one of the problems that students face in learning. According to Arends (in

Cahyono, 2017) stated that PBL is a learning model that exposes students in an authentic and meaningful problem so that students will be encouraged to carry out discovery activities.

The PBL model is very effective in integrated thematic learning because it has several advantages. The advantages of PBL in accordance with those presented by the Ministry of Education and Culture (in Haryani, 2017) is a meaningful learning process for learners where learners learn to solve problems through exposure to their knowledge, learners combine knowledge and skills in the moment and apply it in relevant contexts, are able to improve critical thinking, foster students' sense of initiative at work, internal motivation to learn, and can develop interpersonal relationships in group work.

From the results of research that has been presented, it can be known that the use of *problem based learning* (PBL) models in learning activities can improve the quality of learner learning which has an impact on improving learner learning outcomes.

Of the problems that have been outlined above, therefore researchers interested in conducting class action research entitled "Improving Learner Learning Outcomes in Integrated Thematic Learning Using *Problem Based Learning* (PBL) Model In Class V of State Elementary School 11 Tanjung Alai Pasaman Regency"

RESEARCH METHODS

Class Action Research (PTK) is a type of research used by researchers.

Classroom action research is research conducted by teachers in the classroom. In accordance with its purpose, this research helps to improve the quality of learning, if applied accordingly. This research can provide a direct improvement to the problematic class that appears in the class. According to (R., 2020) towards the bottom of PTK is an approach to improve teachers in improving the quality of teaching so that the ability as a teacher is more professional this can affect students in improving the quality of reasoning, skills, knowledge and other aspects.

Teachers and students in class V SDN 11 Tanjung Alai Pasaman Regency were the subjects in this study, students totaling 20 people consisting of 6 male learners and 14 female learners registered in the semester 2021/2022. Furthermore, those who participated on the research conducted practitioner researchers, teachers as observers and colleagues.

The implementation of this research in the second semester (January-June) of the 2021/2022 school year in class V of SD Negeri 11 Tanjung Alai Pasaman Regency. The study was conducted over two cycles. Two meetings in Cycle one, where the first meeting is on March 21, 2022 at 08.00-11.30 WIB and the second meeting is on March 22, 2022 at 07.30-11.00 WIB. While cycle II was held once meeting on March 30, 2022 at 07.30-11.00 WIB.

Researchers first conduct a preliminary study in the form of observations before conducting research. Namely by observing integrated thematic learning in students in class V of SDN 11 Tanjung Alai

Pasaman Regency. The goal is to be aware of the problems faced by teachers and learners related to integrated thematic learning in class and use in integrated thematic learning. Furthermore, (Suharsimi Arikunto, 2011) stated that the research procedures carried out the stages that have been carried out in this study include stages: planning, implementation, observation, and reflection.

The data used in this study is qualitative and quantitative data. Afifudin (in Sari & Lena, 2020) said that qualitative data prioritizes change over the final result, which assesses daily life using the reason of learners. According to Martono (in Refaldo & & Lena, 2020) stated that the quantitative approach is an approach that is bound together with data and numbers. Researchers use this approach to present data in the form of numbers. So for qualitative in the form of observations and test results that will be done by researchers. Quantitative data is obtained from the learning outcomes of learners in understanding the materials taught in integrated thematic learning with the *Problem Based Learning* (PBL) model. Data relates to planning, implementation, and learning outcomes.

This research data source will be obtained from the integrated thematic learning process using the *Problem Based Learning* (PBL) model in class V by using the PBL model which includes planning, implementation, evaluation activities, learning assessment, and behavior of teachers and students in class V of SD Negeri 11 Tanjung Alai Pasaman Regency.

Data collection techniques used to obtain valid data in research will be

carried out using analysis, observation, test and non-test documents. The instruments used in this study are RPP sheet, observation sheet, test sheets and non-test sheets. The learning outcomes of students are calculated using the percentages stated by the (Kemendikbud, 2014) with the following formulation:

$$\text{Final Value} = \frac{\text{Score earned}}{\text{Max Score}} \times 100\%$$

With the criteria for the level of success can be determined as follows: Criteria for the Level of Success

| Rank | Value |
|---------------|-------------------|
| Excellent (A) | $90 < A \leq 100$ |
| Good (B) | $80 < B \leq 90$ |
| Simply (C) | $70 < C \leq 80$ |
| Less (K) | ≤ 69 |

RESULTS AND DISCUSSIONS

Cycle I Research Results

Cycle I research is carried out twice. Cycle one meeting one is held on Monday 21 March 2022 at 08.00-11.30 WIB. The learning material carried out in the cycle of one meeting one is theme 8, namely our friend's environment, Subthema I, namely humans and the environment, in learning 3 which consists of learning content Indonesian, PPKn, and IPS. While the cycle of one meeting two was held on Tuesday, March 22, 2022 at 07.30-11.00 WIB. The learning material carried out in the cycle of one meeting two is theme 8, namely our friend's environment, Subthema I, namely humans and the environment, in

learning 4 consisting of learning content Indonesian, PPKn, and IPS.

The result of RPP observations in the cycle of one meeting one was 83.3% with kuaification (B) increased in the cycle of one meeting two which is 88.8% with good qualification (B). On the results of observations of teacher activity cycle one meeting one is 71% with sufficient qualification (C) increased in cycle one meeting two to 89.2% with good qualification (B). While the results of observation of the activity of learners of cycle one meeting one is 71.4% with sufficient qualifications (C) increased in the cycle of one meeting two to 82% with good qualifications (B). Then the learning outcome of learners in the aspect of knowledge cycle one meeting two is 72.8 with less predicate (D) increased in the cycle of one meeting two to 83.4 with a good predicate (B) and learner learning outcomes on the aspect of skills cycle one meeting one 75.46 with enough predicate (C) and increased in cycle one meeting two to 84.5 with a good predicate (B).

Based on the observation as a whole, the learning action in cycle I can be said to have not been successful. For this reason, it is necessary to hold more improvement efforts to improve the planning, implementation, and assessment techniques of learning carried out in cycle II.

2 Cycle Research Results

Cycle II research is carried out once. Cycle II is held on Wednesday, March 30, 2022 at 07.30-11.00 WIB. The learning material carried out in cycle II is theme 8, namely our friend's environment, Subthema 2, namely

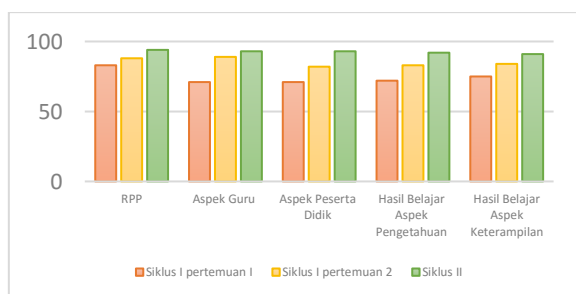
environmental change and learning 3. The observation of RPP in cycle II is 94.4% with quantification (SB). In the observation of the activity of the teacher cycle II is 92.8% with qualifications (SB). While the results of observation of the activities of second cycle learners are 92.8% with qualifications (SB). Then the learning outcome of learners in the knowledge aspect of cycle II is 92.35 with an excellent predicate (A) and the learning outcomes of learners in the aspect of skills cycle I meeting I 91.18 with excellent predicate (A).

Based on exposure to student learning outcome data in cycle II, the researcher stated that the improvement of learners' student learning outcomes using the PBL model in fifth grade on integrated thematic learning of SDN 11 Tanjung Alai Pasaman Regency has been successful because it is seen in the learning outcomes in cycle II as a whole, namely 100% of students have fulfilled the KBM that has been determined by the school, namely 75. Therefore, because the expected results have been achieved, the research stops in cycle II which is no longer continued in the next cycle.

DISCUSSION

Globally the average improvement and learning outcomes of learners is very clearly visible from cycle one to cycle two. This is evidence that the use of problem based learning models in integrated thematic learning can increase the completeness of learners' learning by reducing the number of students who are not completed. Therefore, from the exposure of student learning outcome

data in cycle II, the researcher stated that the improvement of student learning outcomes using the PBL model in fifth grade on integrated thematic learning of State Elementary School 11 Tanjung Alai Pasaman Regency has been successful because it is seen in the learning results in cycle II as a whole, namely 100% of learners have met the KBM that has been determined by the school, namely 75. An improvement from the observations of the entire meeting can be seen in the chart below:



seen in two aspects. namely the teacher aspect and the learner aspect. The results of observations based on teacher activity in cycle one get an average of 80.1% (B) increased in cycle two to 92.8% (SB) and on the aspect of learners, cycle one gets an average of 76.7% (C) increased in the second to 92.8% (SB) disiklus. Assessment Student learning outcomes in the implementation of integrated thematic learning with the application of the PBL model at the exclusion of one obtained a score of 79.30 (C) and increased in the second exception, namely 92.35(SB) Therefore, student learning outcomes to be improved with PBL on integrated thematic learning.

CONCLUSION

From the data presented, researchers can conclude that in cycle I the average rpp value is 85.65 (B). There was an increase in the second disiklus, which was 94.4% (SB). The process of learning activities using the pbl model is

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