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The Implementation Problem Based Learning to Enhance Activity and Students Learning Outcome

Melinda Ratna Sari

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SMKS Pembangunan Candipuro Lumajang, Indonesia

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Abstract

Based on a preliminary observation made in SMA Negeri Pasirian in the tenth-grade students of Social Studies 3, it is known that the process of learning on the economy is still using a model that has not been easy making students become excited and active which adversely affects the learning activities and student learning outcomes. Observation result also showed that the tenth grade students of Social Studies 3 has an average score of Economic lessons is less good than other the tenth grade students of Social Studies but the thoroughness of the result of the tenth grade students of Social Studies 3 was <75% of the specified standard passing grade, in addition to the lack of liveliness the tenth grade students of Social Studies 3 also a problem in learning activities in the classroom that need a proper learning, interesting, and fun in form of problem based learning model which is expected to help students to hone their thinking towards a problem so as to increase the activity of learning as well as students learning outcomes. Based on the survey result, it revealed that there is an increased activity the tenth-grade students of Social Studies 3. This is indicated by the percentage of students activity by 69,4% the first cycle and the second first cycle increased to be 87,1%. Improving student learning outcomes can be seen from the result of students mastery of cognitive with the average post-test value of students increased from the first cycle of 65,63% rising to 82,2% in the second cycle.

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Correspondent email:
ratnasari.melinda94@gmail.com

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INTRODUCTION

The development of Science and Technology from time to time continue to progress that increases rapidly resulting in the existence of competition in all areas and one of them is the field of education Education is one of the efforts consciously and planned to educate the next generation of the nation to have a high knowledge accordingly with the development of science and technology Today education is very important and a priority and is the key to success in a development. The rapid development of science and technology also resulted in a tight competition in the world of education. To face it requires innovation in the world of higher quality education.

Based on the results of observation shows that the involvement of learners in economic learning is still low. Learners are less active in watching, taking notes, or asking questions and answering questions from teachers. Learners are not actively involved in the learning process so that learners can not increase their potential. To overcome this then the teacher should always improve the quality of professionalism that is by changing the learning method used in teaching economics to overcome it. Therefore, researchers feel the need to apply the method of learning Problem Based Learning in economic learning.

Problem Based Learning (PBL) learning method encourages students to be physically and mentally involved in learning activities. By using Problem Based Learning (PBL) students are required to solve a problem given by the teacher so that students can actively solve the problem. according to Hudoyo (2002), problem-based learning presented does not need to be a problem solving as usual but can also with the formation of the problem and then solve it. Aspects are presented, of course, things that match the experience in student life, so the problems caused become a contextual problem.

Problem-based learning (PBL) is an instructional approach that has been used success-fully for over 30 years and continues to gain acceptance in multiple disciplines. It is an instructional (and curricular) learner-centered approach that empowers learners to conduct research, integrate theory and practice, and apply knowledge and skills to develop a viable solution to a defined problem (Savery, 2006). In PBL, student learning centers on a complex problem that does not have a single correct answer. Students work in collaborative groups to identify what they need to learn in order to solve a problem (Hmelo, 2004)

The objectives to be achieved in this research are: (1) to know how the application of PBL learning model to the learning of economy class X IPS 3 in SMA Negeri Pasirian 2) to know the influence of the application of PBL learning model (Problem Based Learning on student learning activity of SMA Negeri Pasirian 3) to know the influence of the application of PBL (Problem Based Learning) model of learning outcomes of high school students.

Based on previous study by Narmaditya, Winarning, & Wulandari (2017), problem-based learning through lessons has been well implemented including the completeness of the learning tools and can be concluded that the use of Problem Based Learning model on the learning can improve student achievement. Therefore, based on Hidayah (2018) the application of the group investigation (GI) and problem-based learning (PBL) blend in economic learning can improve student learning result.

METHOD

The approach used in this study is a qualitative approach. The type of research used is a Class Action Research (CAR), which is a study conducted by teachers with the aim to solve problems that occur in the classroom during the learning process, to improve the quality of learning in the classroom. The first step done in the research is to do 1 Planning action pre-research that researchers do observation before the research conducted. This observation aims to review the place, to know the willingness of the school to serve as a place of study, and to observe more closely the area or place of study and to undertake the study permit, to meet the tutor teacher to determine the schedule of research and preliminary observation, as well as to prepare all the necessary documents required at the time of the study. The next steps in this research is the researcher performs action planning action in the first cycle, executing action, observation action, and reflection of action, because this type of research is research class action feeding activities carried out by the research means that if the first cycle felt the desired increase is still less then the teacher or researcher can apply the same action by implementing improvements in the next cycle.

This research was conducted at SMA Negeri Pasirian, located on Jl. Raya Condro No. 104 Pasirian Lumajang, with the subjects of the study, were students of class X IIS 3 which amounted to 34 students consisting of 16 male students and 16 female students. Techniques of data collection using research instruments as follows are questions about tests, interviews, observations, field notes, and documentation. About the test used in this study about the choice of and has been tested the validity of the data by performing the instrument test, where the test question can be used if it has passed the test of validity, a test of reliability, a test of difficulty level and test of different power. If from the 4 test the question has been good then the new problem can be given to the students to be used as one of the instruments in the research.

RESULTS AND DISCUSSION

Results Based on data analysis of student learning outcomes in the cognitive sphere can be seen that in the first cycle of completeness of student learning outcomes of class X IIS 3 not in accordance with the expected. Student learning outcomes still have not increased until reaching SKM or still not complete that can be seen in Table 4.1 In the first cycle, pre-test followed by 31 students, because there is one student who is absent due to illness. The value of pre-test of 32 students still no one is complete and no one has reached SKM. The highest score for the pre-test value is 60. As for the post-test score of 32 students, there are 10 students who have completed and the rest still do not meet the SKM.

Table 1. Comparison of Student Learning Outcomes Cognitive Sphere First Cycle.

Results	Completed Learning				Information
	Total Number of Students		Percentage(%)		
	Completed	Not Completed	Completed	Not Completed	
Pre test	0	32	-	100%	Increased
Post test	10	22	29,4%	68,6%	

Source: Appendix 18 pages

Comparison of student learning outcomes before cognitive and after the application of problem-based learning on the subject of National Income cycle can be seen in the table below:

Table 2 Comparison of Meaning of Student Learning Outcomes Cognitive Sphere First Cycle.

Cycles	Average Value Pre Test	Average Value Post Test	Information
I	25,46	65,63	Increased

Source: Data Processed, 2018

Based on Table 4.2 it can be seen that there is an increase in yield student learning in the cognitive domain It can be seen from the average value of pretest and posttest average value. The average value increased from 25.46 to 65.63 in the post-test of the L cycle. From the increase of post-test average value in cycle I from 25,46 to 65,63 can be seen that the student's mastery on the material is not good enough cause there are still many students who have not finished.

Based on research data of student activity observation results on cycle I obtained the average amount of 52.

Table 3. Achievement The observation of the activeness of Students First Cycle.

Number.	Aspects Observed	Percentage of Action Success
1	Students work on tasks assigned by teachers	60,4%
2	Students ask questions to teachers or friends if any material is not understood	57,2%
3	Students show curiosity by asking questions when teachers open question and answer sessions and when the discussion	59,3%
4	Students concentrate and not noisy in class	57,70%
5	Students give answer and idea	56,30%
6	Students read missing and not yet understood from matter	52,60%
	Average	57,25%

Table 4. Student activity X IIS 3 Pasirian Senior High School Categories

Number	Score Range %	Category	Score
1	85-100	Very Good	A
2	70-84	Good	B
3	55-69	Enough	C
4	40-54	Less	D
5	<40	Very Less	E

Based on observation result student activity first cycle, an average of observations results student activity is 57,25% and cannot say completed because minimum passing standard Pasirian Senior High School is $\geq 75\%$ be said

completed, while according to Table 4.4 we will know that students achievement 57,25%, enough category and get score C.

Based on data analysis from studying cognitive students result, we will that second cycle students learning mastery increased (table 4,5). The proof when post-test, 28 students completed and 4 student not completed with the minimum score is 65 and the maximum score is 95. Students in Senior High School mastery learning if they get score ≥ 75 .

Table 5. Comparison of studying cognitive students results in the first cycle

Learning outcomes	Mastery Learning				Information
	Many students		Percentage %		
	Completed	Not Completed	Completed	Not Completed	
Post Test	28	4	87	13	Advance

From the table, student learning outcome class social three have increased. That is 28 students completed and 4 students not completed. Data analysis of observations result in students activity in the first cycle, use assessment format activity student in the affective judgment appropriate on 6 aspects of Lesson Plan. Based assessment data of observations result in students activity in the second cycle, acquired an average amount of 88% (table 4.6).

Table 6. Observations Result in Students Activity Second Cycle

Number.	Aspects Observed	Percentage of Action Success
1	Students work on tasks assigned by teachers	100,00%
2	Students ask questions to teachers or friends if any material is not understood	85,00%
3	Students show curiosity by asking questions when teachers open question and answer sessions and when the discussion	74,00%
4	Students concentrate and not noisy in class	100,00%
5	Students give answer and idea	71,00%
6	Students read missing and not yet understood from matter	100,00%
Average		88,00%

Source: Enclosure 23 Page.179

Based on observation result student activity second cycle, an average of observations results student activity is 85,00% and be said completed because minimum passing standard Pasirian Senior High School is $\geq 75\%$ of all students. Comparison of studying cognitive students results in the first cycle and second cycle after implementation problem based learning on national income listed in the table below :

Table 7. Comparison of studying cognitive students result in cycle I and cycle II

Action	Percentage achievement (%)		Information
	First cycle	Second Cycle	
Post Test	66,63	87,13	Advance

Table 7 shows that comparison of studying cognitive students results in the first cycle and the second cycle increased. Percentage achievement in the first cycle is 66,65%, while in the second cycle percentage achievement is 87,13%. Be said good because of an increased result. Comparison between the first cycle and second cycle 2 increased, because students are very happy with implementation learning based on the problem, although some students have not completed.

Implementation problem based learning in ten social 3 first cycle the result is not good, because many students not pay attention teacher when the teacher explains the matter, they are students pay attention but they don't understand with this learning or they are foreign with problem-based learning. Because the students are not familiar with learning methods from the teacher. Students just get used to lecture learning methods, when problem-based learning applied by the teacher, many students are confused and less understanding of problem-based learning so that learning goes less well. This matter, in accordance with opinion Dimiyati (2009) that study is an action. At the time people study, the response increase. But, at the time people not study, the response decreases.

Implementation problem based learning in the second cycle goes well, Student is active for discuss, listen to all the teacher explanations very well and made a note necessary matter, active to explain an opinion and they students are no doubt explain unequal arguments with their friends or teacher. Because the students familiar with problem-based learning methods, students are happy with this implementation methods, another success from problem-based learning methods because the teacher understands the condition in class, the teacher can give positive reinforcement without negative, and make perfect learning programs compared the first cycle.

Successful action second cycle, accordance with Skinner operant conditioning theory, in this theory the teacher apply step by step measures inside the learning accordance with evaluation steps in the first cycle. Apart from Skinner operant conditioning theory, appropriate theories with second cycle result are Gagne theory, that after study, students get knowledge skills, attitude, and value. It's listed the inside successful from the second cycle, that students already familiar and with the results of the learning process can provide increased value and attitude.

In the first cycle implementation of Problem-Based Learning, the model is still not able to improve student activeness. This is because the initial conditions in the classroom before the implementation of problem-based learning show the class in a less conducive situation due to several factors such as the stuffy class condition, the condition of the students who finished following the sport lessons and some students who are not ready to receive the subject matter because it is still busy to change those shirts and eaten.

Initially, student learning activities tend to be passive many encountered coupled with students who went in and out of the classroom to change uniform.

The interaction that occurs only limited to the interaction of teachers with students, while the interaction between students and students has not been so visible. During the activity was going on the second cycle, students have begun to understand the learning path and are getting used to the ongoing learning. This is indicated by the majority of students have started to dare to ask, answer and express opinions so that student activity increases and students are not afraid anymore to ask if there is material that has not been understood.

Based on student's activity analysis after implementation of Problem-based Learning is known that average aspects that support students' learning activities are all fulfilled such as doing tasks, asking questions to teachers and friends, expressing curiosity, concentrate, give answers or ideas and record material not listed in the material sheet. This is in accordance with the opinion of Kunandar (2010) that "student activity is the involvement of students in shaping attitudes, thoughts, attention, and activities in learning activities to support the success of teaching and learning process and benefit from these activities". In line with this according to Sanjaya (2007), problem-based learning is a series of learning activities that emphasize the process of solving problems faced scientifically.

The results on the first Cycle after that implementation of Problem-based Learning is still showing the average less good. The results of learning still no one has reached the learning completeness. This due caused in the first Cycle the student's not ready to receive that Post Test and Pre-Test done by the teacher. The students have not understood that materials given by the teacher because the student's still averse to engage in learning and students are still focused on other things outside the lesson. This due match with Gagne Theory which states that learning outcomes are a capability, where if students learn then he will have the ability to express what he knows and is no longer shy and afraid of misinformation or different opinions with his friends.

In second cycle of cognitive aspects is showing there is an increase in student learning outcomes in the category of very good because the student learning activities in the classroom that continues to rise to the better such as: The concentration of students who are more full, student initiatives to maintain class calm so comfortable to learn, the activity in asking, responding to answers, add answers, give additional ideas, record important and unheard material in the material sheet, be active and contribute to group work activities and present their group work.

This due is compact with Dimiyati (2009) opinions that students are measures learning, is mean experience the process and improve his mental ability. With the end of a lesson, students gain learning outcomes. Learning outcomes are the result of an interaction of learning and teaching. In terms of teachers, the act of teaching ends with the evaluation of learning outcomes. In terms of students, students' learning acts end with a learning outcome obtained by students.

CONCLUSION

Based on the problems, the results of data analysis and discussion in chapters previously in this article, we can summarize as follows: (1) the implementation problem-based learning works well, although in the first cycle it's

role is less good because not ready learners and small disturbances during the teaching and learning process, but all can be overcome in the second cycle so that the implementation of problem-based learning can do well; (2) problem-based learning can increase student activeness in economic learning in the social grade ten in SMA Negeri Pasirian in even semesters by 2015/2016. The results of data analysis from the first cycles and the second cycle there is increased learning activeness on economic subjects. Activities of learning after implementation on problem-based learning in the first cycle of 57,26%. This is caused by some factors such as students who are bashful to ask and not brave to share their argument. In the second cycle, the percentages of learning activeness are as big as to 88% with the active category.

Based on the Data Analysis Implementation about first cycle and second can be conclusion truly the learning activeness of the student learners in grade ten social three on the economic subjects with used the model Problem based learning can be increased; (3) problem-based learning can increase the results of student studied in economic subjects on the social grade ten in SMA Negeri Pasirian in even semesters by 2015/2016. The results of data analysis data of studied report in the first cycle and second can increase the learning outcomes on economic subjects. The improvement of the students' learning achievement in the cognitive domain can be seen from the comparison of the mean score of the students' first and second cycle test post. In the first cycle before the implementation of problem-based learning, no students have passed the pre-test, but after the problem-based learning applied as many as 15 students complete post-test after application of problem-based learning.

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