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Implementation of the PBL Model to Improve Learning Outcomes in Establishing the Experience of Elementary Students

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Abstract: The learning outcomes of class VI students in the Indonesian language subject matter of experience framing are still low, which is indicated by the fact that many students have not reached the minimum KKM. The low learning outcomes are caused by the learning process, which has not increased students' learning motivation. This classroom action research aims to improve the learning of class VI students by implementing the PBL model on student learning outcomes. This research involved 20 grade VI students at SDN Junrejo 2 Batu who were positioned as research subjects. The instruments used in this research are observation and tests. The results of this study indicate an increase in the learning outcomes of Indonesian language students in class VI at SDN Junrejo 02 Batu in constructing experiences after using the PBL model. This can be seen from comparing the mastery of student learning outcomes in pre-cycle conditions of 25%, in cycle I increased to 30% and in cycle II increased to 85% with KKM 70. So it can be concluded that the PBL model can improve student learning outcomes in the Indonesian language subject assembling the experiences of class VI SD.

INTRODUCTION

Student learning outcomes are an achievement that must be achieved academically from the results of exams and assignments, activeness and being able to think critically in solving problems (Suarsana, 2013) By thinking of solving problems, students can achieve the learning objectives of the material discussed (Susanto et al., 2021).

In addition, by thinking critically, students can assemble experiences related to everyday life, and thinking critically can increase students' knowledge in making a decision they face (Hamdalia et al., 2018).

Improving good learning outcomes is not only supported by the student's efforts, but learning methods also affect student learning outcomes (Irdus & Irawati, 2019) Students must be able to maximize learning seriously to achieve maximum results. Besides that, teacher competence also influences the improvement of student learning outcomes. Improving student learning outcomes can emphasize teaching that directs students to problem solving, able to communicate well, have skills in reasoning, and knowledge of attitudes as a result of what students have learned (Nurhasanah & Sobandi, 2016). Besides that, teachers must also master every part of the Problem Based Learning (PBL) method and act as a stimulus for developing students' thinking skills (Karmila, 2020).

Students are currently too engrossed in gadgets, resulting in a lack of interest in learning in the school environment. Lack of interest in learning decreases learning outcomes (Wiradarma et al., 2021). The lack of students' interest in learning is like not paying attention to the teacher while learning with both male and female students. This happens because of the influence of factors from within students and from outside so that they put aside learning (Aisyah et al., 2017). As a result, students will miss the subject matter, so the evaluation results do not reach the predetermined completeness value.

What is currently happening in elementary schools is that students experience a decrease in learning outcomes due to a lack of interest in learning. Students become lazy to learn due to a lack of interaction with the school environment, especially in learning Indonesian. On the other hand, students are currently side by side with increasingly sophisticated technology, making teachers have to be able to adapt technological developments into the learning process so that student's interest and learning outcomes increase. (Wiradarma et al., 2021) Looking at this problem, there needs to be improved so that the learning process becomes better; it will enhance learning

outcomes which impact the quality of learning, especially Indonesian language lessons (Fauzia, 2018). Learning is designed and implemented according to the characteristics of students. The teacher must also create a pleasant learning atmosphere to foster students' interest in participating in learning. So, solutions can be done to increase the interest and learning outcomes of students and be active in the learning process to solve problems. One model that can be used as a solution is the Problem Based Learning learning model (Ariyani & Kristin, 2021). Preliminary studies at SDN 02 Junrejo 02 Batu grade VI showed that students who had not reached the KKM that had been set were 70 in Indonesian.

The Problem Based Learning (PBL) model can improve students' critical thinking skills and learning outcomes (Asriningtyas et al., 2018). The Problem Based Learning (PBL) learning model is a learning that involves students in associating material with students' daily experiences (Janah et al., 2018). PBL is also intended to develop students' independent learning and social skills. Independent learning and social skills can be formed when students collaborate with groups or teachers to identify relevant information, strategies, and learning resources to solve problems (Supiandi & Julung, 2016).

Of the many PBL learning models, one of them was carried out by I Ketut Narsa in his research "Improving Indonesian Language Learning Outcomes in Writing Materials of Fantasy Text Texts Through the Application of Problem Based Learning Models" shows that the problem-based learning model in Indonesian subjects can effectively improve student learning outcomes in the material wrote a fantasy story text for class VIII odd semester of SMP Negeri 1 South Kuta (Narsa, 2021). However, research on applying the Problem Based Learning (PBL) model to improve learning outcomes in constructing the experiences of Grade VI students still needs further investigation.

From the description above, researchers take the problems encountered in the field, namely the application of the Problem Based Learning (PBL) model, to improve learning outcomes in assembling the experiences of class VI students. This

research was conducted to be used as a teacher's recommendation in designing Indonesian language learning in the 21st-century era. In addition, this research can be used as a reference for further research that will develop PBL methods to improve student learning outcomes in constructing experiences at the elementary school level. Researchers hope this research will benefit readers regarding the application of PBL to enhance student learning outcomes in Indonesian subjects in creating experiences.

METHOD

This research is included in Classroom Action Research for Indonesian language subjects in assembling experiences carried out in class VI at SDN Junrejo 02 Batu. The Classroom Action Research (PTK) model uses Kemmis and Mc. Taggart consists of 3 stages, namely the planning stage, the implementation stage of action and observation, and finally, the reflection stage, which is then carried out for two cycles (Cahyani et al., 2021) The action research aimed to improve the learning outcomes of class VI students at SDN Junrejo 02 Batu semester I of 2022/2023. The subjects of this study were 20 class VI students consisting of 12 male students and 8 female students. The instruments used in this research are observation and tests.

In this study, observations were made to analyze learning activities using the PBL learning model, carried out in cycle I and II in class VI of SDN Junrejo 02 Batu. At the same time, the test is used to measure students' learning achievement, whether it can increase or not by using the PBL learning model, and to find out the achievement of learning objectives. Data were obtained by comparing the test scores before repair and after the first and second cycles. A comparison of learning outcomes in cycle I and II was used to determine the improvement after using the PBL learning model implemented in cycle II. This study uses the technique of analyzing student learning outcomes as follows:

1. The results of the activeness of students using the Problem Based Learning (PBL) model

   Calculation of the activeness of students is done by dividing the total score of activities during the learning process obtained by

students according to the instrument using the maximum score count, then multiplied by 100% or by using the following formula:

Activity results = $\frac{score\ obtained}{max\ score}$ x 100%

2. Calculation of the class average is done by comparing the total scores of all students with the number of students or by using the following formula:

$$\bar{x} = \frac{\sum xi}{n}$$

Information:

$\bar{x}$ = average value

$\sum xi$ = the total value of all students

n = total of all students

3. Classical achievement

Calculation of classical achievement is done by dividing the total students whose scores reach the criteria by the total students and then multiplied by 100%, or you can use the following formula:

Classical reach = $\frac{\sum students\ who\ reach\ the\ criteria}{\sum learners}$ x 100%

The results of achieving classical learning outcomes obtained by these students will then be reflected through the following criteria:

86% - 100% = Very good

76% - 85% = Good

60% - 75% = Enough

45% - 59% = Not enough

RESULT & DISCUSSION

Result

Pre Cycle

The research began by conducting an initial test on learning outcomes in class VI at SDN Junrejo 02 Batu, especially in the Indonesian language subject. The results of the initial test carried out in class VI at SDN Junrejo 02 Batu semester I of the 2022/2023 school year showed that students' learning outcomes in the Indonesian language subject matter of composing experiences had low achievements. In addition to the achievements that are still low, the teacher can achieve student learning outcomes through an approach that can stimulate students' thinking to acquire learning skills (Mahfudin et al., 2021). This low achievement was seen based on the number of students who had yet to reach the KKM from the predetermined learning outcomes, namely 70. The following is an explanation of the learning outcomes of class VI students.

Table 1 Student Learning Outcomes in Initial Conditions Cycle I

No	Mastery learning	Criteria	Number of Students	
			Amount	Percentage (%)
1	<70	Not Completed	15	75
2	>70	Complete	5	25
Amount			20	100

Based on table 1, it shows that there are 15 students who have not fulfilled the KKM that has been set, namely 70 or 75% of students who have not completed it. While students who complete or fulfill the KKM are as many as 5 students or 25%. This achievement shows that more than half of the students have not been able to obtain the minimum learning outcomes in Indonesian subjects.

Cycle I

Based on the learning activities in cycle I, it can be known through observations by observers regarding the activeness of students, which is carried out by dividing the number of activity scores obtained by students according to the instrument with the maximum score then multiplied by 100% or you can use the following formula:

Table 2 Results of Active Problem Based Learning (PBL) Cycle I

No	Assessment Aspects	1	2	3	4
1	Students prepare themselves in an orderly manner			✓	
2	Students do interactive question-and-answer with the teacher				✓
3	Students show an interest in observing problems critically		✓		
4	Students conductively form groups				✓
5	Students carry out discussion activities by exchanging ideas			✓	
6	Students work together to solve problems			✓	
7	Students convey the results of group discussions in an orderly manner				✓
8	Students pay attention to clarification and reinforcement by the teacher				✓
9	Students work on evaluations				✓
	Score		2	9	20
	Total Score			31	

$$\text{Activity results} = \frac{acquired\ score}{maximum\ score} \times 100\%$$

$$\text{Activity results} = \frac{31}{36} \times 100\%$$

$$\text{Activity results} = 86\%$$

The results of calculating students' activeness in learning using the Problem Based Learning (PBL) model show that the score obtained was 86%. Next is calculating the class average using the data from the following test results.

Table 3 Student Evaluation Results Cycle I

No	Name	Mark	Information	
			Achieved	Not Reached
1	MRNA	80	✓	
2	MSAP	70	✓	
3	MZF	60		✓
4	NADA	50		✓
5	NIJ	60		✓
6	NRH	50		✓
7	NZR	50		✓
8	NAW	80	✓	
9	NH	40		✓
10	PNPA	60		✓
11	RFR	60		✓
12	RRN	60		✓
13	RBIP	50		✓
14	SRP	50		✓
15	SAI	80	✓	
16	SEW	60		✓
17	SFPA	60		✓
18	VR	90	✓	
19	VRPP	50		✓
20	ZAA	80	✓	
Total value		1240	6	14
Average		62		
Classical Achievement			30%	70%

Calculation of the average value of students in class VI in the Indonesian language subject, the material for arranging experiences in cycle I is as follows:

$$\bar{x} = \frac{1240}{20}$$

$$= 62$$

So, the achievement of classical learning outcomes in the Indonesian language subject assembling the experience of class VI using the Problem Based Learning (PBL) cycle I model is as follows:

Classical Achievement =

$$\frac{\sum students\ who\ reach\ the\ criteria}{\sum learners} \text{ x } 100\%$$

$$= \frac{6}{20} \text{ x } 100\%$$

$$= 30\%$$

The results of the calculation of classical achievement in cycle I showed that the number of students who met the criteria was 6 students, and 14 students had not yet reached the criteria. So it can be taken to mean that the achievement of classical learning outcomes of class VI students in the Indonesian language subject matter of arranging experiences in cycle I was relatively low, with a percentage of 30%.

Cycle II

Based on the learning activities in cycle II, it can be known through observations by observers regarding the activeness of students, which is carried out by dividing the number of activity scores obtained by students according to the instrument with the maximum score then multiplied by 100% or you can use the following formula:

Table 4 Results of Active Problem Based Learning (PBL) Cycle II

No	Assessment Aspects	1	2	3	4
1	Students prepare themselves in an orderly manner				✓

2	Students do interactive question-and-answer with the teacher		✓
3	Students show an interest in observing problems critically		✓
4	Students conductively form groups		✓
5	Students carry out discussion activities by exchanging ideas	✓	
6	Students work together to solve problems	✓	
7	Students convey the results of group discussions in an orderly manner		✓
8	Students pay attention to clarification and reinforcement by the teacher		✓
9	Students work on evaluations		✓
	Score	6	28
	Total Score	34	

$$\text{Activity results} = \frac{acquired\ score}{maximum\ score} \times 100\%$$

$$\text{Activity results} = \frac{34}{36} \times 100\%$$

$$\text{Activity results} = 94\%$$

The results of calculating students' activeness in learning using the Problem Based Learning (PBL) model show that the score obtained was 94%. Next is calculating the class average using the data from the following test results.

Table 5 Student Evaluation Results Cycle II

No	Name	Mark	Information	
			Achieved	Not Reached
1	MRNA	80	✓	
2	MSAP	70	✓	
3	MZF	70	✓	
4	NADA	50		✓
5	NIJ	60		✓
6	NRH	90	✓	
7	NZR	90	✓	
8	NAW	80	✓	
9	NH	60		✓
10	PNPA	70	✓	
11	RFR	70	✓	
12	RRN	70	✓	
13	RBIP	90	✓	
14	SRP	90	✓	
15	SAI	80	✓	
16	SEW	80	✓	
17	SFPA	70	✓	
18	VR	90	✓	
19	VRPP	80	✓	
20	ZAA	80	✓	
Total value		1520	17	3
Average		76		
Classical Achievement			85%	15%

The calculation of the average value of students in class VI in the Indonesian language subject for the material for arranging experiences in cycle II is as follows:

$$\bar{x} = \frac{1520}{20} = 76$$

So, the achievement of classical learning outcomes in the Indonesian language subject assembling the experience of class VI using the cycle II Problem Based Learning (PBL) model is as follows:

$$\text{Classical reach} = \frac{\sum students\ who\ reach\ the\ criteria}{\sum learners} \times 100\%$$

$$= \frac{17}{20} \times 100\%$$

$$= 85\%$$

Based on the two data analyses above, it can be said that the achievement of the Indonesian subject material for composing experience in class VI shows an increase in the classical average from cycle I with an average score of 62 to 76 in cycle II. In addition, from the aspect of achievement, it is known that in cycle I was 30% to 85% in cycle II. In the presentation of the results of cycle II, it was found that as many as 17 students or 85% had achieved the value criteria, and as many as 3 students or 15% had not reached the value criteria. The following is the presentation of the value recapitulation of the results that have been carried out as follows:

Table 6 Recapitulation of the Percentage of Achievement of Student Learning Outcomes

No	Practice	Achievement		Achievement Percentage	
		Achieved	Not yet	Achieved	Not yet
1	Cycle I	6	14	30%	70 %
2	Cycle II	17	3	85%	15 %

Data recapitulation of the percentage of achievement of class VI students at SDN Junrejo 02 Batu shows that in the Indonesian language subject, the material for composing experiences for class VI cycle II was declared "Good" with a percentage of 85%. This can be illustrated in the comparison diagram of the achievement of learning outcomes below:

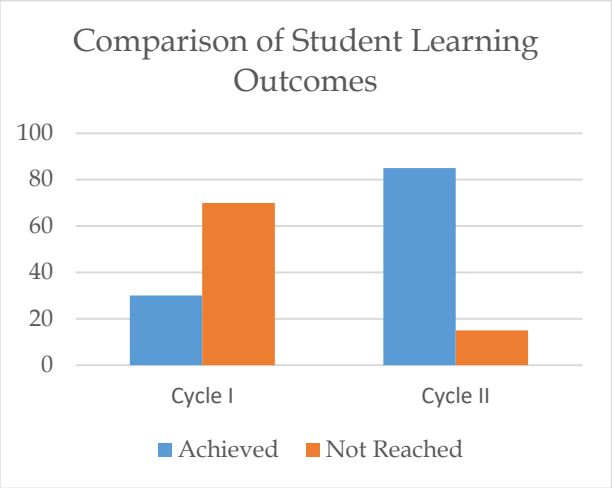

Figure 1 Diagram of a Comparison of the Achievement of Learning Outcomes Cycle I and Cycle II

Discussion

Figure 1 shows a significant increase in student learning outcomes in cycle I and II. The improvement is seen by the decreasing number of students who have not reached the KKM, and the number of students who have reached the KKM is increasing from cycle II. In cycle II, there were only 3 students who had yet to reach the KKM or 15% of the total number of students in the class. These results indicate that the application of the Problem Based Learning (PBL) learning model is appropriate for improving the learning outcomes of class VI students in

Indonesian subjects in constructing experiences.

It is also known from the observations that have been made that there has been an increase in the activity of students when the teacher applies the Problem Based Learning (PBL) model to the Indonesian language subject assembling experience for class VI students at SDN Junrejo 02 Batu semester 1 of the 2022/2023 academic year. This can be seen from the percentage results obtained by students in the "Very Good" category, which indicates that the success of students' activeness in using the Problem Based Learning (PBL) model is also increasing. The success of these students can be seen from the comparison table of observations on the activity of students in the "Very Good" category in cycle I and cycle II.

Based on the results of classroom action research conducted in class VI of SDN Junrejo 02 Batu semester I of the 2022/2023 school year using the Problem Based Learning model, it is proven to improve Indonesian learning outcomes significantly. This can be seen from the percentage of achievement of student learning outcomes in Indonesian subjects from cycle I to cycle II. These results are consistent with research conducted by Rahmatiah and Besse Syukuroni Baso, where the study results indicate an increase in Indonesian learning outcomes with the Problem Based Learning (PBL) model in the learning process (Rahmatiah & Baso, 2022).

CONCLUSION

The results of classroom action research conducted at SDN Junrejo 02 Batu, class VI students in semester I of the 2022/2023 school year, show that using the Problem Based Learning (PBL) learning model can effectively improve previous learning outcomes. Gradual increases occurred in the first cycle of learning, and then there was a significant increase in the learning process in cycle II. The analysis results show that the application of the PBL model in cycle I show the activity of students during the implementation of 86%, while cycle II shows the activity of students during the implementation of 94%. The learning outcomes of students in the Indonesian language subject matter of composing experience in cycle I showed a classical achievement of 30% with an average score of 62, while cycle

II showed an acquisition of classical achievement of 85% with an average score of 76. So it can be concluded that the Problem Based Learning (PBL) model can improve students' learning outcomes in the Indonesian language subject by assembling the experience of grade VI SD.

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