IMPROVING IPS LEARNING OUTCOMES THROUGH PROBLEM-BASED LEARNING (PBL) MODELS IN CLASS V STUDENTS OF SD NEGERI NO 126 BORONG DISTRICT HERLANG, BULUKUMBA DISTRICT

Abdul Wahid1*, Nur Afni 2
1,2 PGSD Study Program, Faculty of Teaching dan Education Science, Islamic University of Makassar, Makassar 90222, Indonesia

ABSTRACT

This research is a Classroom Action Research (PTK) which aims to determine the increase in social studies learning outcomes through the Problem-Based Learning (PBL) Model for fifth-grade students at SD Negeri No. 126 Borong sub-district of Herlang, Bulukumba Regency. This research was carried out in two cycles where each cycle consisted of 4 meetings with 22 research subjects, namely fifth-grade students at SD Negeri No. 126 Wholesale Subdistrict Herlang, Bulukumba Regency. Data collection using observation sheet instruments to see the activities of teachers and students and tests to determine student learning outcomes. The results showed an increase in the average value of students and student learning completeness. The average value in the first cycle was 66.14, and in the second cycle, it increased to 76.59. Students' learning completeness in cycle I was 25%, and in cycle II, it increased to 90%.

Keywords: PTK, Problem-based learning (PBL), learning outcomes

INTRODUCTION

Education is an essential means to improve quality resource man in ensuring the continuity of development of a nation. Education in the modern era has developed as a new culture integrated into the development of life in man. Development life pushes every individual to develop involved and become part of education.

Education originates from, say, education that is maintained and gives training on morals and intelligence of the mind. Education is a process of changing the attitude and behaviour of a person or group of insider mature business people through effort, teaching, And training. Upgrading quality education is a crucial matter Which must be thought out in a manner. Knowledge For interaction must be invulnerable to the student so that later regular mingling in society is false. One program of education is the latest system of education National.

According to Law Number 20 of 2003 concerning System Education National Article 3 education, The national function is to develop capabilities and form the character and civilization of a dignified nation Ranga educates the nation's life and aims to develop potency participant educate so that become
people who believe and fear God Almighty, have good morals noble, healthy, knowledgeable, capable, creative, independent and become citizens Country Which democratic as well as being the responsible answer. The statement shows quality education is very in effect by education; It means the better quality education base, the more Good also quality education on the level on, by Because That, Already naturally problem education base becomes attention from various parties, especially in the social life of students. Generally, the conditions for teaching and learning in IPS learning are still good, significantly less so students are passive (silent, listening, taking notes). In the process, study teaches student needs to be more involved so that the atmosphere in class is calm and tense.

Words or learning terms are not something new; they are ancient and widely known, but in the discussion of this study, respectively, experts' understanding and definition Which different, although practically each of us very well understands what is meant by study. According to WS Winkel (in Susanto. A 2013:4), the study is something activity mentally Which goes on in interaction active between somebody and the environment and produces changes in knowledge, understanding, skills, and the value of attitudes that are relatively constant and traced. Learning is an activity in Which somebody. There is a relatively fixed change in behaviour in thinking and acting to obtain something new, concepts, understandings, or knowledge to enable a person.

Based on the observation of the results beginning Which has done on on October 25 2022, which was held in class V SD Country No. 126 Borong sub-district of Herlang, Bulukumba Regency. Any problems arose in social studies subjects; some students needed more interest in taking IPS subjects. At the start of the value condition, student class V SD Negeri No. 126 Borong sub-district of Herlang, Bulukumba Regency. that is average mark Not yet maximum, by obtaining a value that is ≥ 60 in the average category score has not been successful. Therefore, researchers want to improve the average value obtained by students in learning can be said to succeed and increase.

Application model learning Which used Teachers needs to provide more opportunities for students to develop desires and abilities accordingly so that students do not have a passion for following learning. Model learning focuses on the teacher, so students are limited to group discussions. They viewed learning. Which given should teachers change model learning? Which makes students more active in expressing their ideas so that the results of the Study student can increase? To overcome low results in student learning, researchers use the expected learning model can increase results. Study IPS student class V SD Negeri No. 126 Borong sub-district of Herlang, Bulukumba Regency, known as the PBL (problem-based learning) model. This learning is very suitable to be applied to increase results Study students.

Problem-based learning is an educational system grounded on problems faced by students in getting knowledge. This function is so that students Can independently face problems in the class on moment process learning. Problem-based learning is a model curriculum related to real-world problems—problem-Based Learning series of activities learning. Problem-Based learning was
developed to help students develop the ability to think, overcome problems, acquire inquiry skills, and learn roles as people mature through their involvement in authentic experiences and becoming learners independently.

Based on the problems above, the learning model is improved. Problem-Based learning is a learning model where students confront a problem and design students for learning so students can learn the material. In applying Education And IPS, teaching has a very strategic role in terms of academic aspects and the interest of the nation and state. Science knowledge is social (IPS) is the knowledge that studies various disciplines, knowledge, social and humaniora as well as activity baseman, Which, packed in a manner scientific framework, gives outlook and understanding depth to participant education, specifically elementary level. Hamid Hasan et al. (2009:1) state that should learn IPS capable of preparing and building, form ability students who can master the knowledge, attitudes, values, and basic skills that are good in public. Program teaching aims to develop the potential of students to be sensitive to social problems Which happen in society. Learning IPS is always regarding real human life that involves all kinds of behaviour and needs. There are various aspects of behaviour in society, such as economic aspects, attitudes, mental, cultural, and social relations, as well regarding how man uses business to fulfil his needs.

Thus, it is necessary to note the importance of increasing yields learn social studies students in applying problem-based learning models (PBL). Based on the description above, researchers are encouraged to conduct research on Improving IPS Learning Outcomes through PBL (Problem-Based Learning) learning model for class students V RI State Elementary School No. 126 Wholesale subdistrict Herlang Regency Bulukumba.

METHODS
This is classroom action research (PTK) carried out in collaboration between teachers and researchers. Researchers use this type of research so that learning can occur and run effectively and efficiently. Based on the number and nature of the behaviour of its members, individual PTK and collaborative CAR. In individual CAR, a teacher carries out PTK in their class. In contrast, in collaborative PTK, several teachers synergistically carry out CAR in their respective classes, and members visit between classes. The time for this research is planned for the odd semester of the 2021/2022 school year, and the research location will be carried out at SD Negeri No 126 Borong Subdistrict Herlang Regency Bulukumba. This research was conducted at SD Negeri No. 126 Borong Subdistrict Herlang Regency Bulukumba with research subjects of fifth-grade students totalling 22 students, consisting of 10 male and 12 female students. The implementation of this research includes the stages of classroom action research which in the implementation of the action consists of several cycles. Each cycle consists of planning, acting, observing and reflecting stages. At stage, Cycle 1 is the arrangement of the instruments to be used when carrying out the action and making a lesson plan for each meeting during the lesson. The stages of preparing the instruments in this study include the class action research plan study cyclical,
which consists of planning, observing, and reflecting, which is done repeatedly. Subsequent evaluation and reflection based on the evaluation results were carried out to find out what needed to be improved in implementing the actions that had been taken. The results of this reflection are used to make improvements to the next planning stage (cycle). Based on classroom action research activities from planning, action, observation, evaluation and reflection. Stage Cycle II is the preparation of instruments used when carrying out actions and making lesson plans for each meeting during learning. The stages of preparing the instruments in this study included a class action research plan. This was cyclical research, which consisted of repeatedly planning, implementing, observing, and reflecting on it. Subsequent evaluation and reflection based on the evaluation results are carried out to reflect on what is lacking in implementing the actions taken. The reflection results are used to improve the planning for the next stage (cycle). Based on the planned classroom action research of planning, action, observation, evaluation and reflection. If the implementation of the action has been achieved, the researcher is considered complete, but if it has not been achieved, return to the next cycle of learning plans. This test is carried out when the teaching and learning process takes place in the form of student creativity obtained from the environment around students in class V SD Negeri No 126 Borong Subdistrict Herlang Regency Bulukumba. Giving this test is intended to measure how far the increase in student learning outcomes in the cognitive domain obtained by fifth-grade students of SD Negeri No 126 Borong Subdistrict Herlang Regency Bulukumba after the action activity. In this study, student activity observation sheets were used. Student activity observation sheets were used at each meeting or lesson so that observation activities were not independent of the context of the problem and research objectives. This study uses a qualitative descriptive analysis technique, which is a method that describes reality or facts according to the data obtained to know the social studies learning outcomes achieved by students. To determine the level of success of students in learning, data analysis techniques for problem-based learning are assessed using the formula. Indicator success study action This is after giving enhancement results. Study IPS uses model learning problem-based learning. The success of the action can be seen from an increase in value either individually or from the class average previous cycle. An average score obtained was 85% of the total students in the completeness category, with a value of 75. The score obtained from Good can increase the completion of learning outcomes.

**FINDINGS AND DISCUSSION**

Table 4.1 below shows the average score of student learning results in the first cycle of 66.14 from the ideal possible score achieved is 100. with a standard deviation of 5.549, the highest score is obtained by class V using the problem learning model-based learning (PBL) 75, and the lowest score is 60, so the value appears (mode) obtained by students is 65. At the planning stage in cycle II, this is an improvement from cycle I by using the Problem-Based Learning model Learning (PBL) has yet to achieve maximum
results based on results from reflection cycle I. On stage This, the researcher continues to return to plans on cycle I in solving the problem on cycle previously. On-stage planning starts with preparing a Learning Implementation Plan (RPP), sheet observation, and test.

Table 1 Description of student learning outcomes scores on the final test cycle I

<table>
<thead>
<tr>
<th>Statistics</th>
<th>Mark statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>22</td>
</tr>
<tr>
<td>Score ideal</td>
<td>100</td>
</tr>
<tr>
<td>Average</td>
<td>66.15</td>
</tr>
<tr>
<td>Median</td>
<td>65.00</td>
</tr>
<tr>
<td>Mode</td>
<td>64.5</td>
</tr>
<tr>
<td>Standard deviation</td>
<td>5.54</td>
</tr>
<tr>
<td>Range</td>
<td>15</td>
</tr>
<tr>
<td>Mark minimum</td>
<td>60</td>
</tr>
<tr>
<td>Mark maximum</td>
<td>75</td>
</tr>
<tr>
<td>Amount</td>
<td>1455</td>
</tr>
</tbody>
</table>

Based on table 1 above shows the average score of the results of student learning in the first cycle of 66.14 from the ideal possible score achieved is 100, with a standard deviation of 5.549, the highest score is obtained by class V using the problem learning model-based learning (PBL) 75, and the lowest score is 60, so the value appears (mode) obtained by students is 65.

Table 4. 2 Descriptions of student learning outcomes scores on the final test Cycle II

<table>
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<tr>
<th>Statistics</th>
<th>Mark statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>22</td>
</tr>
<tr>
<td>Score ideal</td>
<td>100</td>
</tr>
<tr>
<td>Average</td>
<td>76.59</td>
</tr>
<tr>
<td>Median</td>
<td>75</td>
</tr>
<tr>
<td>Mode</td>
<td>75</td>
</tr>
<tr>
<td>Standard deviation</td>
<td>5.431</td>
</tr>
</tbody>
</table>
Based on table 2 above shows the average score of the results of student learning in cycle II of 76.59 and the ideal possible score achieved, namely 100 with a standard deviation of 5.431, the highest score at getting class V with the use of model learning problem-based learning (PBL) 85 And score Lowest 65 so mark Which appears (mode) 75.

Researchers want to say before carrying out research actions using the Problem-Based Learning (PBL) model in the learning class only focuses on the teacher. The learning research used in fifth-grade students at SD Negeri No 126 Borong Subdistrict Herlang Regency Buukumba using the Problem-Based Learning (PBL) learning model. The Problem-Based Learning (PBL) learning model is a learning model that prioritizes common problems faced by students and encourages students to solve problems faced in the real world and is challenged to solve these problems. Satiyaningrum, M. (2018: 102) suggests that Problem-Based Learning (PBL) is a model in which students encounter real problems in everyday life to start learning and solve problems and is innovative learning that can provide active student conditions. Learning is expected to create learning experiences for students. This learning model consists of several stages: residual orientation to the problem, organizing students to learn, guiding individual or group investigations, developing and presenting the work, and analyzing and evaluating the problem-solving process.

After conducting classroom action research, namely by using the Problem-Based Learning (PBL) learning model in social studies subjects related to events in life. In cycle I, the average score was 66.14, with the highest score of 75 and the lowest score of 60. Based on cycle observations, the test results found that the students’ completeness had not reached maximum results, six students had completed, and 16 students still needed to complete. My student activities could be more satisfactory. This can be seen when students are not focused when the teacher explains the material to be conveyed, confused in the predetermined groups, and many students are egging on representing their groups for presentations.

To overcome the problems that occurred in cycle I, the teacher made improvements to be carried out in cycle II, such as: motivating students to be more focused in the learning process and guiding students to be able to understand the problem; researchers must motivate students so that learning can run smoothly. Good.

At the end of the second learning cycle, a test was carried out to see the development of student learning outcomes. The average score of the second cycle was 76.59, with the highest score being 85 and the lowest score 65. With the presentation of the completeness of the test results, it was obtained that the
student's mastery had achieved maximum results, so the indicator of achievement had been fulfilled. Namely, the number of students who completed learning reached 90%. Based on the results of observations, the learning process in cycle II has succeeded in correcting various weaknesses that occurred in cycle I. These improvements resulted in increased student activity in learning and resulted in satisfactory results, namely, students achieving 90% mastery of learning.

From the explanation above, using the Problem-Based Learning (PBL) model makes learning more meaningful when applied in the real world. This is shown in the learning model, allowing students to solve problems, and be directly involved. In addition, students think critically, actively, and creatively. So that learning achieves learning objectives. Therefore, the Problem-Based Learning (PBL) learning model can improve learning outcomes on the metrics of colonial period events.

CONCLUSION

Based on the results of the study, it can be concluded that on cycle, I in get a mark average of 66.14 with a mark highest of 75 And a mark lowest of 60. From the test results obtained, it is known that the student's completeness has not achieved maximum results; students who completed as many as six students and student Which Not yet completed 16 students based on observation cycle I student activities have not been satisfactory while on cycle II—average mark cycle II 76.59, with the mark highest being 85 And the mark Lowest 65. With the presentation of the completeness of the test results, the students' completeness was obtained, which leading indicators achievement has been fulfilled. Namely, the number of students who complete the study reaches 90%. Based on the results of observations, it can be said that the course of learning in cycle II has managed to improve the various weaknesses that occurred in cycle I; these improvements resulted in an increase in student activities in learning and ultimately resulted in the achievement of results Which satisfying, that is student reach completeness Study 90%. Using Problem-Based Learning (PBL) learning models can increase learning outcomes IPS.

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REFERENCES