

**THE EFFECTIVENESS OF PROBLEM-BASED LEARNING
MODELS ON SOCIAL STUDIES LEARNING OUTCOMES AT SDN
234 INPRES TAKALAR DISTRICT**

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ABSTRACT

The formulation of the problem in this study is whether the Problem Based Learning Model is effective on the learning outcomes of Social Science students in Class V SD Negeri 234 Inpres Takalar City, Takalar Regency. This study aims to determine the effectiveness of the Problem Based Learning learning model on learning outcomes in Social Science Class V SD Negeri 234 Inpres Takalar City, Takalar Regency. This type of research is a pre-experimental research in the form of one group pretest posttest, which is an experiment. The experimental unit of this research was the fifth grade students of SD Negeri 234 Inpres Takalar Kota. The results of the descriptive statistical analysis on the learning outcomes of Social Sciences with the Problem Based Learning Learning Model show better results than before using the Problem Based Learning Learning Model. The results of inferential statistical analysis using the t-test formula, it is known that the tcount obtained is 12.75 with a frequency of $dk = 24 - 1 = 23$. At the 5% significance level, the ttable value = 1.71. So, $tcount > ttable$ or $12.75 > 1.71$. This proves that the application of Problem Based Learning learning model in Social Science learning has an influence so that it can be said to be effective than before the use of Problem Based Learning Learning Model.

Keywords: *the effectiveness of problem based learning model, social science learning outcomes.*

INTRODUCTION

According to (Indrawati, 2015) , education is one of the arenas that serves to outshine all individual regarding pertaining to the growth of one's career and talents. Man is becoming more mature as he acquires knowledge and experience that are valuable to his life. Humans are mature when they are able independently account for their acts and behaviors and make judgments. In the field of science, individuals can also raise the quality of their human resources through education, liberating people from having to meet the country's govt standard of living.

Education is crucial for people because it enables them to be more like other individuals (humanization). Humanizing individuals implies bringing them up to the level of humanity through education. Education that can raise individuals up to the human level is not simply intellectual; it has

to be of high caliber in terms of science, ethics, and infrastructure. The main actor who plays a role in educational institutions, the educator, will not be far from the qualities of science and morality. To create good Indonesians, qualified educators or professionals in their fields are needed (Republik Indonesia., 2003).

Article 3 of the Minister of National Education of the Republic of Indonesia No. 22 of 2006 concerning Content Standards for Primary and Secondary Education Units states that "The function of National Education is to develop abilities and form a dignified national disposition and civilization in order to educate the nation's life, aiming to develop the potential of students to become human beings who have faith and piety in God Almighty, have a respect for others, and have a sense of justice and equality (Republik Indonesia, 2006) .

The teaching and learning process is expected to improve student learning outcomes. So in this case, a learning model is needed that can make students more active in following the teaching and learning process, one of which is the Problem Based Learning (PBL) learning model.

Problem Based Learning (PBL) According to (Rusmono, 2012) in the Problem Based Learning Model, students are expected to be involved in a research process that requires them to identify problems, collect data, and use the data for problem solving. Indirectly, Problem Based Learning (PBL) is intended to develop students' learning independence and social skills. That independence of learning and social skills can take shape when learners collaborate to identify relevant information, strategies, and learning resources to solve problems.

This problem-based learning approach emphasizes the long-term learning process. Students are directly involved by sharing challenges and problems from their daily lives. They also learn how to analyze and solve actual situations holistically.

Based on the background above, researchers are interested in researching and studying about "The Effectiveness of Problem-Based Learning Learning Models on Social Knowledge Learning Outcomes of Class V Students of SD Negeri 234 Inpres Takalar, Takalar Regency".

METHOD

Types of Research

The type of research in this study is experimental research conducted using a quantitative approach. Here the variables are still the same but for more than one sample or different times. According to (Sugiyono, 2017b). Quantitative research methods can be interpreted as research methods based on the philosophy of positivism, where the philosophy of positivism is the only valid knowledge, and historical facts that may be the object of knowledge, are used to research on certain populations or samples, data collection using research instruments, data analysis is descriptive quantitative.

Research Location

The research location is a place where researchers conduct research to obtain the necessary data. The location or place where the researcher carried out the research was the State Elementary School 234 Inpres Takalar Kota.

Population and Research Samples

The population in this study includes all students of Class V SD Negeri 234 Inpres Takalar Kota Takalar Regency in the 2021/2022 school year which amounts to 48 people divided into 20 male students and 28 female students.

In this study, Purposive Sampling technique will be used, where Purposive Sampling is intentional sampling where the sample unit contacted is adjusted to certain criteria that are applied based on the research objectives. The sample in this study was Class V.B students

Research Design

The designs used in this study are One Group Pretest and Posttest design. In this design there is a pretest, before being treated. Thus the results of the treatment can be known accurately, because it can compare with the situation before being treated.

Variable Research

According to (Setyosari, 2012) that a variable is everything that will be the object of observation in research. In this case, a variable is the nature or value of an object that has certain variations that the researcher sets to study and draw conclusions. The variables in this study consist of two variables, namely the free variable (X) and the bound variable (Y). Variable X is a Problem Based Learning (PBL) learning model and variable Y is the learning outcomes of Social Sciences where the variable is in this study and explained by an operational definition.

Definition of Operational Research Variables

In this study, two variables were observed, namely the free variable and the bound variable. The free variables in this study are problem-based learning learning models as free variables (independent), while bound variables are the results of learning social sciences as bound variables (dependent).

Research Procedure

The procedure in this study is:

1. Provide a Pretest to measure bound variables before the treatment is performed.

2. Providing treatment to the class of research subjects using the Problem Based Learning learning model.
3. Provides a Posttest to measure bound variables after treatment has been performed.

Research Instruments

According to (Sugiyono, 2017a) a Research Instrument is a measuring instrument used to measure observed natural and social phenomena. The research instrument that will be used in the research "Effectiveness of Problem Based Learning Learning Models on Social Science learning outcomes of Class V students of SD Negeri 234 Inpres Takalar Kota, Takalar Regency" is a multiple choice test. The test is used to find out an overview of student learning outcomes before and after applying the Problem Based Learning Learning Model.

Instrumen Penelitian

This study used assessment instruments in the form of observations and tests. Observation is a systematic way of collecting data to get to know the personality of students and teachers in carrying out the teaching and learning process, especially social science learning.

A test is a technique in collecting data containing questions to measure an action result. The form of the test used is multiple choice. Multiple-choice questions are a form of test that has one correct or most correct answer (Sudjana, 2001).

Research Instruments

To analyze the data obtained from the research results, descriptive statistical analysis and inferential analysis will be used in the form of hypothesis tests using the T test.

RESULTS AND DISCUSSION

Results

The observations for meeting I and Meeting II showed that:

- a. Student attendance percentage of 100%
- b. The percentage of students who pay attention when the teacher explains the material is 8.7%.
- c. The percentage of students who perform negative activities during the learning process (playful, noisy) is 1.6%.
- d. The percentage of students who do the practice questions given is 100%.
- e. The percentage of students who asked about material that was not yet understood was 6.68%.
- f. The percentage of students who cooperated and participated in the group was 7.08%.
- g. The percentage of student activity responding to teacher questions was 5.84%.

- h. The percentage of students who were able to conclude the learning material at the end of learning was 5.41%.

Thus, it can be concluded that the activities of Class VB students of SD Negeri 234 Inpres Takalar Takalar Regency City in the application of the Problem Based Learning Learning Model in Social Science learning can be categorized as effective.

Discussion

Learning is something that cannot be separated from man. Without us realizing it, human beings are always in a state of being learning or learning something. Learning can come from experience, reading/knowledge, observation, physical activity, and everything else. To form individuals with good character and knowledge, a good learning process is treated and leads to positive things.

Learning outcomes according to (Mulyasa, 2015) In general, learning outcomes will influence two forms: (1) students will have a perspective on their strengths and weaknesses over the desired behavior, (2) they find that the desired behavior has increased either a stage or two stages so that a gap arises again between the appearance of the current behavior and the desired behavior. This continuity is the dynamic of lifelong learning and continuous education. Meanwhile, according to Lindgren (Mulyasa, 2015) learning outcomes include skills, information, understanding and attitudes. The learning outcomes obtained between students and others are not the same, this is because there are factors that influence it. Learning outcomes include skills, information, understanding and attitudes.\

The success of a learning process itself can be said to be effective if there is a change or renewal in behavior. The success of learning depends on several factors, namely: 1) individual factors, namely factors that originate in students, and 2) social factors that affect learning outcomes.

Based on the existing explanation, it can be concluded that learning outcomes are permanent or sedentary changes in behavior due to a learning process, where the behavior can be in the form of knowledge, attitudes, or skills. Learning outcomes in this study were only limited to the cognitive realm obtained based on the scores of the description test results.

The Problem Based Learning (PBL) Learning Model comes from English which means problem-based learning which is a learning approach that starts with solving a problem, but to solve the problem students need new knowledge to be able to solve it. Problem Based Learning (PBL) according to (Sofyan et al., 2016) as a form of curriculum development and teaching system that simultaneously develops problem-solving strategies and basic knowledge and skills by placing students in an active role as problem solvers who are not well structured.

According to (Fathurrohman, 2015) that Problem Based Learning (PBL) is learning that uses real (authentic) problems that are not structured and are open as a context for students to develop problem-solving and critical thinking skills and at the same time build new knowledge.

Learning using the Problem Based Learning Model students are trained to think critically in solving real problems so that intellectual skills can develop (Nurdyansyah dan Fariyatul, 2016). The Problem Based Learning Learning Model is suitable to be applied in Social Science learning because students' intellectual skills can be developed through problem-solving. Problem-Based Learning Learning Model is a model applied by teachers by using problems that exist around student life to be used as material or learning tools. Students can identify problems that occur around them directly so that the knowledge gained by students will be more meaningful. Learning that starts from problems that are close to student life and is carried out in groups will make students more communicative. In this discussion, the results of learning Social Sciences students who are taught using the Problem Based Learning Learning Model will also be discussed with the type of Pre-Experimental Design research type One-Group Pretest Posttest.

From some of the understandings above, it can be concluded that the Problem Based Learning (PBL) learning model is a learning model that fosters the activeness of students in collecting data and then solving a problem from learning that is directed to a daily problem. It can also be concluded that Problem Based Learning (PBL) is a learning strategy that uses problems as a stimulus to find or obtain the information needed to understand and find solutions.

Based on the Pretest results, the average score of student learning outcomes was 47 as many as 19 incomplete students and the average score of the Posttest was 81. Although there are still 3 students who have not been completed, the 3 students who are not completed are given remedial. So, the learning outcomes of Social Sciences after applying the Problem Based Learning Learning Model have better learning outcomes compared to before the application of the Problem Based Learning Learning Model.

Based on the results of observations, there are changes in students, at the beginning of learning activities, there are several students who pay attention when the teacher explains the material. This can be seen at the first meeting of students who noticed when the teacher presented the material to as many as 18 people. Meanwhile, at the next meeting, there has been an increase in students paying attention when the teacher explains. At the first meeting, there were 4 students who did negative activities during the learning process, while in the next meeting there were no more students who did negative activities during the learning process.

The observation results showed that many students did the questions given and students asked about material that was not yet understood. Students also begin to actively cooperate and participate in groups and are active in responding to teacher questions. So it can be concluded that

the application of the Problem Based Learning Learning Model is effective on the learning outcomes of Social Sciences for Grade V Students of SD Negeri 234 Inpres Takalar Kota.

CONCLUSIONS AND SUGGESTIONS

Conclusion

Based on the results of research on the implementation of learning using the Problem Based Learning Learning Model in grade V students of SD Negeri 234 Inpres Takalar Kota Takalar Regency as follows:

1. The data obtained in general the learning outcomes of Class VB students of SD Negeri 234 Inpres Takalar Takalar Regency City before the application of the Problem Based Learning Learning Model are categorized very low. This is shown from the percentage of student learning outcomes, namely 79.17% and there are as many as 19 students who are not complete.
2. The data obtained in general the learning outcomes of Kleas VB students at SD Negeri 234 Inpres Takalar Kota Takalar Regency after applying the Problem Based Learning Learning Model affect the learning outcomes of Class V students of SD Negeri 234 Inpres Takalar Kota Takalar Regency can be seen from the percentage gains, namely Very High 25.00%, High 16.67%, Medium 45.83%, Low 12.5%, and Very Low 0%. Although there are still 3 students who are in the Low category but are given remedial
3. The hypothesis test that has been carried out that the application of the Problem Based Learning Learning Model is effective in improving the learning outcomes of Social Sciences for Class V Students of SD Negeri 234 Inpres Takalar Regency, after obtaining $t_{Hitung} = 12.75$ and $t_{tabel} = 1.71$, then obtained a calculation of $> t_{tabel}$ or $27.89 > 1.71$

Suggestion

Based on findings related to the results of research on the application of the Problem Based Learning Learning Model to the learning outcomes of Social Sciences for Class V Students of SD Negeri 234 Inpres Takalar, Takalar Regency, several suggestions were put forward as follows:

1. Educators are advised to apply the Problem Based Learning Learning Model to arouse students' interest and motivation to learn.
2. Researchers are expected to be able to develop a Problem Based Learning Learning Model by applying it to other materials to find out whether other materials are suitable for this Learning Model in order to achieve the expected goals.

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