



Implementation Of Problem Solving Learning Models To Improve Students Learning Outcomes Of Class XI IPS 2 SMA Negeri I Samaturu On The Material Of Indonesian Cultural Diversity

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Abstract

This study aims to determine the increase in student learning outcomes in class XI IPS 2 SMA Negeri I Samaturu by applying the problem-solving learning model to the material of Indonesian cultural diversity. type of research is Classroom Action Research. The instruments used in this study were test questions and observation sheets. The results of this study indicate that there is an increase in student learning outcomes classically from cycle I to cycle II. In the first cycle of students who achieved the learning completeness criteria there were 12 students with a percentage of 34%, while students who did not reach the learning completeness criteria there were 23 students with a percentage of 66%. In the second cycle, there were 27 students who succeeded in achieving the learning completeness criteria with a percentage of 77% while those who did not achieve learning completeness were 8 students with a percentage of 23%. From the data on student learning outcomes in cycle I and cycle II, it shows that the application of the learning model Problem Solving Learning managed to increase student learning outcomes. Learning with the problem solving learning model makes students actively seek and find solutions related to Indonesian cultural material, students are more enthusiastic about participating in lessons, and have the courage to ask questions, answer questions and provide solutions to problems discussed with their group mates.

Keywords: *Problem Solving Learning, Learning Outcomes, Indonesian Cultural Diversity, Classroom Action Research.*

A. Introduction

Education is an activity carried out to develop human potential through learning activities, every human being has the right to get a proper education, through education a person will gain experience, knowledge and knowledge that is useful in the survival of society. To create an advanced society, it is necessary to make efforts to improve the quality of education. Improving the quality of education continues to be carried out by various parties in the context of developing human resources and developing national character. Improving the quality of education is a development goal in the field of education and is an integral part of efforts to improve human quality. The quality of educational products will be influenced by the extent to which the institution is capable manage all potential optimally, starting from educational staff, students, learning processes and educational facilities (Mubarak, 2015).

Education has an important role in creating human resources so that they are of good quality, elevating character, increasing human dignity which is a shared responsibility between parents, society and the government. This is in line with the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System Article 1 which explains education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control , personality, intelligence, noble character, and the skills needed by himself, the people of the nation and the state. The aim of national education is to educate the nation's life and develop the Indonesian person as a whole, namely human beings who have faith and are devoted to God Almighty and have good character, have knowledge and skills, physical and spiritual health, a strong and independent personality and a sense of social and national responsibility (Nurfadillah, et. al., 2022). In order to achieve the goals of national education, it is necessary to make improvements in learning both in terms of learning facilities, educational staff, students, and the learning process.

Learning is one of the activities carried out by educators deliberately with the aim of conveying knowledge by organizing and creating a learning environment system with various methods so that students can carry out learning activities more optimally (Kiom, 2017). In the learning process, good relationships should be established that are educational and develop students. The teacher as an educator not only conveys material but as a figure who can stimulate students to actively and enthusiastically participate in the learning process by utilizing technology that supports learning (Awal et. al., 2021), besides that teachers are required to be able to choose the right learning model that can create an interesting learning atmosphere so that students have motivation in learning.

Selection of a good learning model will bring a fun learning atmosphere and motivate students to increase their creativity. High learning motivation is one of the determining aspects of student success in achieving good learning outcomes. Student learning outcomes are one of the indicators used to measure student learning success (Maisaroh in Ningsi, 2021). The selection of learning models must be appropriate and adapted to the material being taught. In learning geography, most of the material taught concerns various kinds of phenomena that occur on the surface of the earth. These natural phenomena can be used as a source and media for learning geography to be taught to students (Awal & Masruri, 2019).

In delivering geography learning material, it is important for a teacher to consider choosing the right learning model, one of which is the Problem-Solving Learning learning model. Problem Solving Learning is a way of presenting lessons by encouraging students to look for and solve a problem or problem in order to achieve teaching goals (Kartini et. al., 2017). The application of the Problem-Solving Learning learning model will make students more active, creative in solving the problems they face, and can improve their memory of learning material and produce good and optimal learning (Shari & Ahiri, 2021).

Based on the results of observations on September 19 2022 at SMA Negeri I Samaturu, information was obtained that the modelproblem solving learning has not been applied in learning geography on the material of Indonesian cultural diversity. Geography material about Indonesian culture is important for students to understand. Indonesian culture is currently a serious problem that is feared to gradually erode through the extinction process because it is influenced by the influx of western cultural values which have a negative impact on the younger generation. The current younger generation is more accustomed to living a consumptive life, hedonism and individualism so that many of the generations no longer recognize their own culture which is their hallmark and identity. This research is intended so that in learning geography students are able to know the problems of Indonesian culture that

are currently being faced and are able to find solutions to solving problems with Indonesian culture. Through this research students can also love their own culture which is a wealth that is passed down from generation to generation so that it is necessary to apply problem solving learning models to be applied in geography learning for class X IPS 2 SMA Negeri 1 Samaturu.

B. Methodology

1. Research Design

According to Hopkins (1993) in Wina Sanjaya (2017), Classroom action research is research conducted with several actions that begin with feeling a problem in compiling a research plan, carrying out actions, making observations, reflecting, re-planning, implementing actions and so on, which can be seen in the Figure1.

2. Instruments

Instruments in this study include:

- a. Test questions
- b. Observation sheet when the learning process takes place

3. Technique of Data Analysis

All learning outcomes data that have been obtained are analyzed with the following steps:

- a. Data on learning outcomes that have been obtained will be analyzed descriptively by looking at the percentage of completeness of student learning outcomes both classically and individually. As for the criteria used to express mastery learning is 75%.
- b. Analyze the success rate of applying the problem-solving learning model for class XI IPS 2 students of Samaturu 1 Public High School on the subject of Indonesian cultural diversity in 5 classifications, namely very good, good, enough, less and very less.
- c. Data on the application of the problem-solving learning model descriptively based on the activities carried out by students in the problem-solving learning model approach.

Student learning outcomes data were analyzed based on an evaluation to determine individual and classical learning completeness, by analyzing the formative test results using learning completeness criteria. Mastery learning achieved by students is said to be successful if students reach the level of mastery value $\geq 75\%$. To calculate the percentage and score achieved by students after the test is calculated using the formula:

$$\text{Individual completeness} = \frac{\text{Total Score Obtained}}{\text{Total Score}} \times 100\% \quad (1)$$

Meanwhile, to determine the completeness of learning outcomes classically calculated by the formula:

$$\text{Classical Completeness} = \frac{\text{Number of students who completed their studies}}{\text{Number of students}} \times 100\% \quad (2)$$

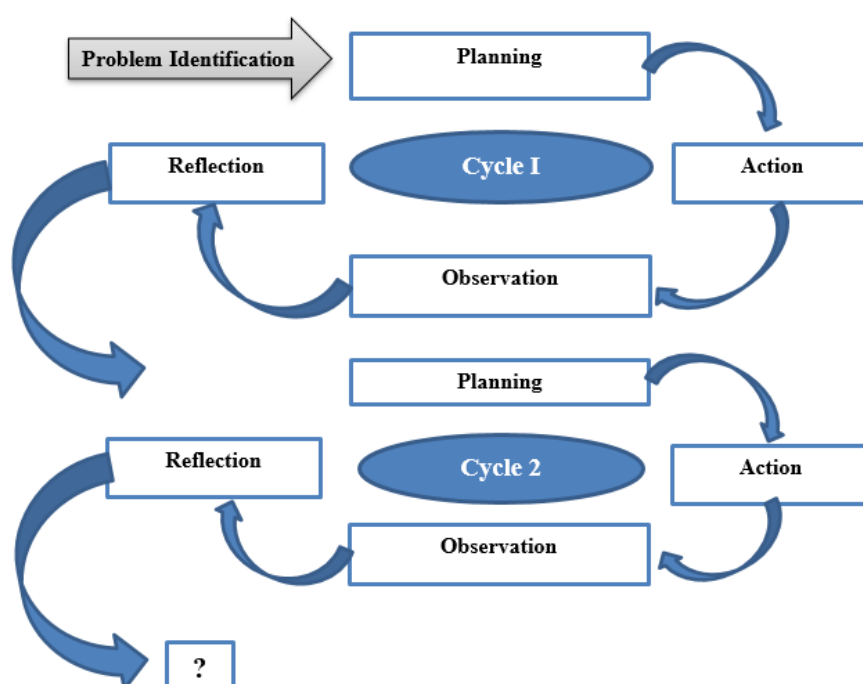


Figure 1. Hopkins model action research

C. Findings and Discussion

1. Learning Outcomes of Class XI IPS 2 of SMAN 1 Samaturu in Cycle I

The learning outcomes of Class XI IPS 1 students of SMA Negeri 1 Samaturu are calculated by looking at the scores obtained by students both individually and classically. Data on student learning outcomes were analyzed descriptively. Completeness and whether or not student learning outcomes were seen from the achievement of students in achieving the minimum completeness criteria set by the school. The minimum completeness criterion used in Samaturu 1 Public High School in geography class XI IPS-2 is 75. In general, the presentation of student learning outcomes in cycle I is as follows:

Table 1. Frequency Distribution of Test Results in Cycle I

NO	Classification	Frequency	Percentage (%)
1	Very good	4	11%
2	Good	2	6%
3	Enough	6	17%
4	Less	9	26%
5	Very Less	14	40%
Total		35	100%

The learning outcomes of class XI IPS 2 SMA Negeri 1 Samaturu obtained in cycle 1 show that most of the scores obtained by students are still below the completeness criteria which can be classified as follows very good category there are 4 students with a percentage of 11% , good category there are 2 students with a percentage (6%), the sufficient category has 6 students (17%), the lacking category has 9 students (26%), and there are 14 students who are in the very poor category with a percentage (40%). From the learning outcomes mentioned above, the minimum completeness criteria were achieved by students in cycle 1 in the learning model problem solving learning on the material on Indonesian Cultural Diversity at SMA Negeri 1 Samaturu can be presented in table 2.

Table 2. Completeness of Test Results in Cycle I

No	Criteria of Completeness	Category	Frequency	Percentage (%)
1	≥ 75	Complete	12	34%
2	≤ 75	Not Complete	23	66%

Table 2 shows that the learning outcomes obtained by students of class XI IPS 2 SMA Negeri 1 Samaturu in cycle 1 using the learning model problem solving learning on the subject of Indonesian cultural diversity, it shows that the learning outcomes obtained by students are mostly students have not reached the minimum completeness criteria (KKM). There were 12 students who achieved the minimum completeness criteria with a percentage of 34% while the majority of students, namely 23 students (66%) had not reached the minimum completeness criteria that had been applied. After knowing the learning outcomes in the first cycle, it turned out that many students did not achieve the minimum completeness criteria, so the researchers conducted an evaluation and reflection to improve the learning process that was applied to the second cycle.

2. Learning Outcomes of Class XI IPS 2 of SMAN 1 Samaturu in Cycle II

In cycle II, after the teacher and researcher reflected on the results of the reflection, improvements were made to the learning process. data distribution of the frequency of learning test results achieved by students in cycle II by using a learning model Problem Solving learning Geography subjects with Indonesian cultural diversity material can be presented in table 3 below.

Table 3. Frequency Distribution of Test Results in Cycle II

NO	Classification	Frequency	Percentage (%)
1	Very good	5	14%
2	Good	9	26%
3	Enough	13	37%
4	Less	5	14%
5	Very Less	3	9%
Total		35	100%

Data on student learning outcomes in cycle II with the learning model problem solving learning in geography subjects using Indonesian cultural diversity material shows the learning outcomes students experience enhancement when compared with cycle I, namely students who

reached the very good category there were 5 students with a percentage of 14%, in the good category there were 9 students with a percentage of 26%, the sufficient category was achieved by 13 students with a percentage of 37% while in the less category there were 5 students with a percentage of 14% and in the very less category there are 3 students with a percentage of 9%. From the learning outcomes data obtained by these students, the minimum completeness criteria achieved by students can be presented in table 4 below:

Table 4. Completeness of Test Results in Cycle II

NO	Criteria of Completeness	Category	Frequency	Percentage (%)
1	≥ 75	Complete	27	77%
2	≤ 75	Not Complete	8	23%

Based on data from student learning outcomes in cycle II by using a learning model problem solving learning shows an increase when compared with the test results in cycle I. In cycle II it shows that there are 27 students with a percentage of 77% having achieved the minimum completeness criteria and there are 8 students with a percentage of 24% who did not achieve the minimum completeness criteria. Based on the data on student learning outcomes in the second cycle, it can be concluded that the application of the learning model Problem Solving Learning in class XI IPS 2 SMA Negeri 1 Samaturu with material on Indonesian cultural diversity managed to increase understanding of the material and student learning outcomes.

D. Discussion

Based on the evaluation test in cycle I, it was obtained that the learning outcomes of classical mastery students reached 34% with a total of 12 students who succeeded in achieving learning mastery. and 23 students who have not achieved complete learning with a percentage of 66%. This shows that the student learning outcomes obtained in cycle I have not been said to be successful because the completeness indicator set by the school is 75%. Student learning outcomes in cycle II of classical student mastery of the subject matter increased with a total of 27 students who succeeded in achieving learning mastery with a percentage of 77% while those who did not achieve learning mastery were 8 students with a percentage of 23%. From the data on learning outcomes, it shows that there is an increase in student learning outcomes from cycle I to cycle II. With these results it can be said that the application of the learning model Problem Solving Learning in class XI IPS 2 SMA Negeri 1 Samaturu with material on Indonesian cultural diversity it was successful in increasing student learning outcomes.

In the process this learning model makes students actively seek and find problems related to Indonesian cultural material for themselves, besides that students are also enthusiastic about participating in lessons, students become brave to ask and answer questions and have the courage to present the subject matter. This research is supported by Mulyadi's research (2021). The results of his research show that the application of the Problem-Solving model to improve social studies learning outcomes in class VII A students has been successful. This can be proven by the average score obtained in each cycle, namely cycle I of 6.57, cycle II of 7.57, and cycle III of 8.33. Then this research was also supported by research conducted by Emiliani (2023) with the title Application of the Problem-Solving Learning learning model to improve student learning outcomes in history class XI IPS I at SMA Negeri 9 Tanjung Jabung Timur. The results of his research show that there is an increase in student learning outcomes in history lessons in class XI IPS 1 students of SMA Negeri 9 Tanjung Jabung Timur. It can be seen the average increase and completeness of students from cycle to cycle. the average application of HOTS in the first cycle was 55.17%, then in the second cycle it increased by 75.21%. There was an increase of 75.27%. With the total classical completeness in cycle I of 34.48% or as many as 10 people, then cycle II increased to 34.48% with a total of 25 students.

E. Conclusion

Implementation of learning models Problem Solving Learning used in this study obtained data on student learning outcomes of class XI IPS 2 SMA Negeri I Samaturu. In the first cycle of activities, data on learning outcomes were obtained, namely that there were 12 students with a percentage of 34% who achieved learning completeness, while those who did not reach the learning completeness criteria were 23 students with a percentage of 66%. Student learning outcomes in cycle II experienced an increase with 27 students who succeeded in achieving the learning completeness criteria with a percentage of 77% while those who did not achieve learning completeness were 8 students with a percentage of 23%. From the results of student learning cycle, I and II it can be concluded that the application of the learning model Problem

Solving Learning in class XI IPS 2 SMA Negeri 1 Samaturu with material on Indonesian cultural diversity it was successful in increasing student learning outcomes. Learning with the problem-solving learning model makes students actively seek and find solutions to problems related to Indonesian cultural material, besides that students are also enthusiastic about participating in lessons, and have the courage to ask questions, answer questions and provide solutions to problems discussed with their group mates.

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