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Implementation of the Problem Based Learning Model to Improve Learning Outcomes in PPKN

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Abstract:

The aim of this research is to determine the application of the problem-based learning model in PPKn subjects for class XI students at SMKN 2 Ciamis and how it can be improved. The research method used in this research is Kemmis and Taggart's Classroom Action Research model with planning, action, observation and reflection steps. The data collection used is tests and observations. The analytical technique used for analysis is descriptive statistics. The results of this research are that the application of the Problem Based Learning model can improve student learning outcomes in class XI citizenship education subjects from the research results. This can be seen from the level of completeness of student learning outcomes in the Iknown cycle at pretest of 41.66% and posttest of 66.6% and an increase in cycle II preetest of 81.6% and posttest of 83.3%. So the level of completeness of student learning outcomes from cycle I and cycle II has increased by 16.7%.

Keywords: learning model, problem base learning, PPKn achievement.

Introduction

Pancasila and Citizenship Education (PPKN) has an important role in shaping the character and national insight of students. Education cannot be free from problems, problems are also felt by educators regarding the continuity of learning activities in the classroom (Millenia Rahmah & Darsono, 2022). PPKn is a foundation of knowledge about the values of life that form good, responsible, Pancasila-minded, democratic and noble citizens (Aufarel & Prasetyo, 2023). However, based on the results of observations and learning evaluations during the 2022/2023 academic year, it was found that the learning outcomes of class XI students in PPKN subjects were still less than optimal. Of the 35

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class XI students, only 8 students passed the KKTP, the other 27 students were still below the KKTP. Various factors can influence this low learning achievement, including learning methods that are less varied and tend to be conventional. The dominant lecture method makes students less active and only become recipients of information without being actively involved in the learning process. This results in low motivation and interest in learning for students, as well as a lack of in-depth understanding of the material being taught.

Achieving quality education depends on the actions of managing the learning process that takes place in the classroom. Managing the learning process requires teachers to try harder in forming students. So innovation is needed so that the learning process can penetrate into the souls of students and can build their knowledge. One way is through a learning model (Rahayu, 2024). A learning model is a guide to planning a patterned lesson. This learning model helps teachers create a conducive classroom climate so that they can activate students in learning and improve student learning outcomes. This problem-based learning model can be an alternative learning model that can improve student activities and learning outcomes. The Problem Based Learning model is implemented by presenting authentic problems to students so that it can make it easier for them to carry out inquiries and investigations (Trianto, 2010).

Based on research Fahik (Marselina Fahik, 2023) It is known that the implementation of PBL produces benefits in increasing student participation, student-teacher interaction, student engagement, and overall student learning outcomes. Problem-based learning encourages students to engage in critical thinking, collaboration, and discussion. Integration of relevant information sources also increases students' understanding of the subject matter. Apart from that, based on previous research, it is also known that PBL can improve critical thinking skills (Ardiansya et al., 2024), creative thinking skills (Simangunsong, 2023), problem solving skill (Giri, 2022), interest and active learning (Dian Rahayu et al., 2023), motivation (Setiadi et al., 2023), Civics learning achievement (Irwan, 2020),. This research aims to apply the Problem Based Learning model to PPKN subjects in class XI SMKN 2 Ciamis for the 2023/2024 academic year. It is hoped that through the implementation of PBL, student learning achievement can increase. Thus, it is hoped that this research can make a real contribution in developing more effective and interesting learning methods at SMKN 2 Ciamis, as well as helping students to achieve better Civics learning achievements.

Methods

This research was conducted in SMKN 2 Ciamis, Jln Sadananya No. 21 Malebar Kec Ciamis, Kabupaten Ciamis, Jawa Barat. The time for carrying out this research is December 2023 at the time of implementation PPL 1 PPG. The subjects of this research are class students XI SMAKN 2 Ciamis. The research method used in this research is Kemmis and Taggart's Classroom Action Research model (Kemmis & McTaggart, 1988) with steps of planning, action, observation and reflection. At the planning stage, research identifies problems and prepares plans for implementing the Problem Based Learning model in PPKn learning. After preparing the plan, it is continued with the preparation of teaching modules, learning media, teaching materials, LKPD based on Problem Based Learning and learning evaluation. At the action and observation stage, researchers implement Problem Based Learning and collect data by conducting learning observations and learning evaluations. In the Reflection stage the researcher analyzes the results obtained from implementing the Action and determines the follow-up to the next cycle. At

this stage it is determined whether the next cycle needs to be carried out or actions need to be adjusted. If the problem has not been adequately resolved, the PTK cycle will be repeated with any necessary improvements or adjustments. The data collection used is tests and observations. The analysis technique used is quantitative and qualitative descriptive statistical analysis.

Results

Sub 1 Application of the Problem Based Learning Model in Civics Subjects for Class Students s XI SMKN 2 Ciamis

The application of the Problem Based Learning model in this research was carried out in 2 cycles to achieve the expected success indicators. The implementation of the Problem Based Learning model for each cycle is as follows.

Implementation of the Problem Based Learning Model cycle 1

In cycle 1, learning was carried out in 2 meetings with each meeting lasting 2 hours (2 x 45 minutes). The first meeting was held on Monday, October 9 2023. The topic was "the 1945 Constitution of the Republic of Indonesia". The stages in learning cycle 1 are: 1) Planning. At this stage the researcher plans the implementation of learning by determining the subject matter. In cycle 1 the main material is analyzing, correcting and clarifying cases of violations of norms and rules based on normative and constitutional provisions. Using the Problem Based Learning model. The learning design is depicted in the lesson plan. Apart from that, researchers also prepared learning resources such as worksheets and civics books for class XI. The researcher also created an observation sheet format for teacher activities in learning and also an observation sheet for student learning activities, as well as pre-test and post-test questions; 2) Action and Observation. At the Action stage, the researcher implemented a Problem Based Learning model, namely a) Introducing students to the problem that is the learning topic; b) forming student groups; c) guide individual or group investigations; d) develop and present the results of the group's work; e) analysis and evaluation of the problem solving process (Nur, 2006). Apart from that, the implementation of this model also uses teaching tools that have been prepared in the planning stage. In addition, at the observation stage, there are observers who act as research collaborators making observations and recording developments and activities that occur. Based on the results of observations, it is known that students have carried out learning activities with a sufficient percentage, in more detail can be seen in the table below.

Table 1. Percentage of cycle 1 student learning activities

No	Observed Student Activity Indicators	Percentage of Achievement for each cycle 1 meeting		Criteria
		1	2	
1	Students pay attention to the teacher's explanation	75%	67,6%	Good
2	Students ask questions during discussion	66,6%	66,6%	Sufficient
3	Students work together with groups to discuss problems	58,3%	75%	Sufficient

4	Students develop and present their work. Students present the results of the discussion by appearing in front of the class explaining the results of solving the problems they have worked on	66,6%	75%	Good
5	Students summarize the material that has been taught	66,6%	75%	Good
	Average	66,62%	71,6%	Sufficient

Meanwhile, the results of observations of the implementation of the Problem Based Learning model can be seen in table 2 with the assessment criteria 4 being very good, 3 being good, 2 being sufficient and 1 being deficient.

Table 2. Results of observation of Problem Based Learning cycle 1

No	Observed activities	meeting		Criteria
		1	2	
1	directs students to the problem	3	4	Good
2	Guide independent or group investigations	3	3	Good
3	Guiding students to develop and present products or problem solving results	3	3	Good
4	Guiding students in analyzing and evaluating the problem solving process	3	3	Good
5	Provide reinforcement to students and summarize learning outcomes	3	3	Good
	Total	15	16	
	Average implementation of PBL	75	80	Good

Based on the results of these observations, there are several Problem Based Learning steps that have been included in the good assessment criteria, but can still be maximized to become very good. These activities are when the teacher guides independent/group investigations, guides students in developing and presenting products or results of problem solving, guides students in analyzing and evaluating the problem solving process and provides reinforcement and facilitates the conclusion of learning results. Reflection At this stage the researcher discussed with the observer to analyze the results of the observations and tests that had been given by the researcher in the Action stage of cycle 1. Based on these results, it was discovered that the average student score still did not meet the success indicators for this research (75) but had experienced an increase in the results. pre-cycle, namely 60.16 after implementing actions in cycle 1 to 73.3. For this reason, this classroom action research is continuing in its second cycle. In this second cycle the teacher improves the learning process according to the results of observations.

Implementation of the Problem Based Learning model cycle 2

1. Planning. Based on the results of the reflection, a teaching module was prepared that can maximize Problem Based Learning steps. Apart from that, teaching materials, teaching media, LKPD Problem Based Learning and assessments are also prepared

2. Action and observation. At this action stage the teacher carries out the learning steps according to those prepared in the teaching module. Apart from that, teachers also use teaching materials, media, LKPD and measure student learning achievements with assessments that have been planned in the planning stage. Apart from that, observations of student activities were also carried out with the results as follows.

Table 3. Percentage of cycle 2 student learning activities

No	Observed Student Activity Indicators	Percentage of Achievement for each cycle 1 meeting		Criteria
		1	2	
1	Students pay attention to the teacher's explanation	91%	91%	Very good
2	Students ask questions during discussion	83%	91%	Good
3	Students work together with groups to discuss problems	83%	91%	Good
4	Students develop and present their work. Students present the results of the discussion by appearing in front of the class explaining the results of solving the problems they have worked on	83%	83%	Good
5	Students summarize the material that has been taught	75%	83%	Good
	Average	81,4	80,6	Good

Based on the data from the table above, it is known that the percentage of student activity falls within the good criteria with an increase in the average score compared to cycle 1. Meanwhile, the results of observation of Problem Based Learning are as follows.

Table 4. Results of observation of Problem Based Learning cycle 2

No	Observed activities	Meeting		Criteria
		1	2	
1	Directs students to the problem	3	4	Good
2	Guide independent or group investigations	4	4	Very good
3	Guiding students to develop and present products or problem solving results	3	3	Good
4	Guiding students in analyzing and evaluating the problem solving process	4	4	Very good
5	Provide reinforcement to students and summarize learning outcomes	3	4	Good
	Total	17	19	
	Average implementation of PBL	85	95	Very good

3. Reflection

At this stage the researcher discussed with the observer to analyze the results of the observations and tests that had been given by the researcher in the Action stage of cycle 2. Based on these results, it was found that the average student score had met the indicators for the success of this research (75) with a result of 85.83. At this stage the level of completion was 83.3% so the classroom action research was stopped until the second cycle. Meanwhile, 16.7% of students who have not completed are still given remediation.

Sub 2 Increasing Civics learning achievement using the PBL model

Based on the research results above, it is known that there has been an increase from pre-cycle, cycle 1 and cycle 2.

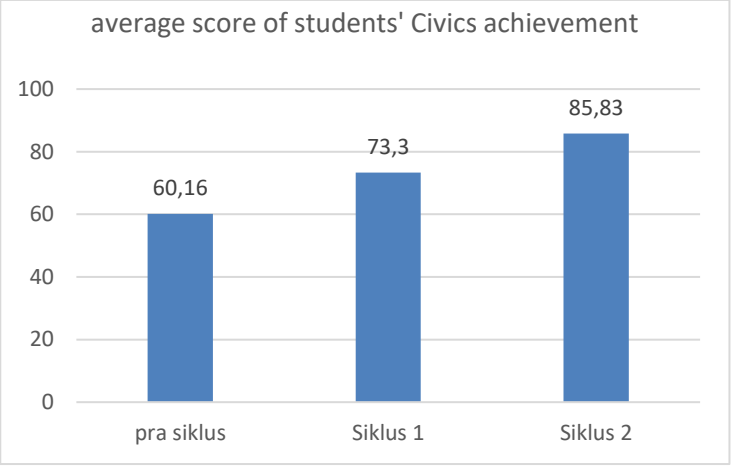

Figure 1. Average value of students' Civics achievement

This increase can occur because the based learning model is designed to prepare students to study academic content in a real life environment and solve real world problems through a series of activities and based on the theories, concepts and principles that students learn, unstructured problems in PBL can improve students' processing cognitive abilities with good traces (Chin & Chia, 2004). In the method, relevant and meaningful real-world problems are presented to students. Students actively work in groups to solve problems, communicate and criticize to find the best solution and the teacher only plays a role in facilitating students' construction of knowledge. Teachers focus their attention on helping students achieve their independent learning skills. The Problem Based Learning model makes students learn basic thinking skills (Husnidar & Rizal, 2014). The application of this model is designed to enable students to analyze and discover for themselves real-world problems in the student environment and have a deep impact on learning (Lailatus Sa'adah et al., 2015). This learning model can be found that PBL has a different impact on low and high achieving students. PBL tries to narrow the gap between low and high achievers (Natrah Binti Mohamad, 2012). This is because this model trains students to construct their own knowledge, students know "why and what they are learning"(Chin & Chia, 2004). Learning using PBL will help students to discover themselves, build self-understanding of new experiences related to previous knowledge (Trianto, 2009).

Civics is a subject that forms the character of Indonesian citizens which is taught from basic education to higher education. Apart from that, PPkn also contains theories that contain concepts. With the Problem Based Learning model, students can reconstruct previously acquired knowledge to build a complete understanding of the concept of Civics. The Probe Based learning model also concretizes abstract Civics concepts in real world problems that are relevant to students' daily lives so that students can better understand Civics material. In line with this, the Problem Based Learning model has proven to be effective in increasing achievement in Civics subjects (Hunamie et al., 2023; Ilham et al., 2023; Suryani, 2021; ZA, 2022). This Problem Based Learning model supports students who are comfortable with learning based on practical problems as a stimulus for student learning (Supriyati et al., 2019). This is what can increase learning process activities and produce better grades (Kusuma et al., 2017).

Conclusion

Based on research on the application of the Problem Based Learning (PBL) model, it is known that the PBL model is applied with the stages of planning, action, observation and reflection. In the action stage, Problem Based Learning steps are implemented, namely introducing students to the problem that is the learning topic, forming student groups, guiding individual or group investigations, developing and presenting the results of group work, analyzing and evaluating the problem solving process. The application of this PBL learning model increases students' Civics learning scores as seen from the increase in the average learning test score in the pre-cycle with an average score of 60.16, increasing to cycle 1 with an average score of 73.3 and increasing again in cycle 2 with a score of average 85.83.

Suggestion

Based on the research results above, the researcher suggests follow-up steps, namely implementing the PBL model more widely in other classes and other subjects. Apart from that, PBL can also be developed better by developing material and problem scenarios that are more varied and relevant to real life so that students become more interested in the learning process.

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