Implementation of Problem Based Learning (PBL) Model to Improve Indonesian Language Learning Outcomes in Grade IV Students of MI Sudirman Banyuanyar.

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ABSTRACT

This study aims to improve the learning outcomes of Indonesian language of grade IV students of MI Sudirman Banyuanyar through the Problem Based Learning (PBL) learning model. This study uses a classroom action research (CAR) method consisting of four stages, namely: Planning, Implementation, Observation, and Reflection. The subjects of this study were grade IV students of MI Sudirman Banyuanyar. Data collection techniques were in the form of observation and tests. The results of the first cycle of the study showed 68,56% and the second cycle showed 86,18%. The success of this study cannot be separated from the efforts of teachers in using learning models that are appropriate to the needs of students, namely Problem Based Learning (PBL). Thus, it can be said that the Problem Based Learning (PBL) learning model can improve the learning outcomes of Indonesian language in grade IV students of MI Sudirman Banyuanyar.

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Introduction

Education is the science of passing on certain cognitive skills and attitudes from generation to generation. The goal of piety education is to develop skills to develop noble morals and national culture to shape the life of the nation and its goal is to create opportunities for students to become people who are devoted to God Almighty and dedicate themselves to a great soul. The goal of national education is to educate humans to shape a community life that has the skills to foster character and civilization of a nation that is devoted to God Almighty, faithful and pious and fosters students who have noble character. This aims to develop human potential. The character of a healthy, generous, creative, independent, democratic, responsible society. Learning is an activity that aims to educate students to achieve the desired competencies. Many factors influence learning such as teachers, facilities, media, students and the environment. A framework of activities known as a learning model can be used to help teachers and students achieve learning goals. There are two parts to the learning model: process and product. The process aspect relates to the learning situation, namely whether learning can create a fun learning environment and encourage students to actively participate in learning and creative thinking. The product aspect is related to the achievement of objectives, namely whether learning can improve students' abilities according to the specified ability or competency standards (Rahmadhani, 2019:22-23).

One of the learning models is the problem-based learning model or Problem-Based Learning (PBL) which is a learning model in which students are faced with a real problem that has been experienced by students. Widiasworo (2018:149) states that the problem-based learning model (PBL) is an educational approach that encourages students to learn by providing contextual problems before the learning process begins. This allows students to research, understand, and find solutions to the problem. Like other learning models, PBL is implemented through syntax. According to Resti (2021:33) states that teaching using the problem-based learning model is divided into 3 stages. Problem design, presentation, and investigation are the first stages. Problem-based learning depends on the problem. The quality of the problem can affect learning outcomes. In the second stage, people must learn to be themselves and solve problems. In situations where students do not have the knowledge and ability to solve a problem, they can limit and distribute tasks to each member of their group. After they have completed their respective tasks, students analyze the problem to find its solution and choose the most feasible one based on their comparison results. Simplifying, assessing, and communicating is the third step. After the problem is solved, each group can make a summary of the problem solved and assess the results.

Based on what has been mentioned above, the problem-based learning (PBL) model consists of several stages. Ibrahim and Nur (Idrus, Hamuni, & Reni, 2020) stated that this stage consists of five stages, namely: Stage 1: Orienting students to the problem: The teacher explains the learning objectives, explains the logistics needed, and encourages students to participate in problem-solving activities and pose problems. Stage 2: Organizing students to learn: The teacher divides students into groups, helps them understand and organize learning tasks related to the problem. Stage 3: Guiding individual and group experiences: The teacher encourages students to conduct

experiments and investigations to find explanations and solutions to problems. Stage 4: Developing and presenting work results: The teacher helps students plan and create reports, documentation, or models, and helps them share assignments with their peers. Stage 5: Analyzing and evaluating the problem-solving process and results: At this stage, the teacher helps university students reflect on or evaluate the process and results of their investigations.

According to Trianto (Idrus, Hamuni, & Reni, 2020), there are several advantages and disadvantages of the problem-based learning (PBL) model. The advantages include: (1) dynamic interactions between students and teachers, students and teachers, and students with teachers; (2) students' ability to solve problems; (3) opportunities for students to learn the role of adults; and (4) opportunities for students to become independent and independent learners; and (5) Students have critical thinking skills. One of the disadvantages of the problem-based learning (PBL) model is that it allows students to become bored because they have to face problems directly and (2) allows students to have difficulty processing a lot of data and information in a short time, which means that problem-based learning takes a lot of time.

Learning is a process that cannot be seen. Learning outcomes determine whether students succeed in achieving learning goals. Learning outcomes can also be called the end result of the learning process in the classroom and are a perfect picture of their abilities after learning. According to Dimyati & Mudjiono (Sulastri, et al., 2015), there are two ways to view learning outcomes: from the perspective of students and from the perspective of teachers. From the perspective of students, learning outcomes show better mental development compared to the period before learning. Howard Kingsley (Sulastri et al., 2015) defines learning outcomes into three types: skills and habits; knowledge and understanding; and attitudes and ideals. According to Howard Kingsley, these categories show changes that occur during the education process. These learning outcomes will remain attached to students because they have become part of their lives. According to Nana Sudjana (2010:22), "the abilities possessed by students after their learning experience" are learning outcomes. Therefore, students achieve learning outcomes after they carry out teaching and learning activities. This process will produce new experiences for students. Learning outcomes themselves are skills that have been learned by students, so learning outcomes are skills that will be possessed by students after experiencing these experiences. Learning outcomes can include increased behavior and cognitive abilities.

According to Husni (2022:330), a meaningful teaching and learning process will produce students who are able to maximize their potential. As teachers, they are expected to be able to produce such learning. In the problem-based learning (PBL) model, students are motivated to learn through contextual problems. This learning model uses real problems to help students learn to think critically, solve problems, and acquire knowledge. The problem-based learning model is used in class IV MI Sudirman Banyuanyar to solve problems.

Methods

This study uses the Classroom Action Research method. The term classroom action research (CAR) or Classroom action research is actually not very well known abroad, this term is known in Indonesia for an action research whose application in teaching and learning activities in the classroom with the intention of improving the teaching and learning process, with the aim of improving or improving learning practices to be more effective according to Farhana & Muttaqien (2019: 1).

Classroom Action Research model Kemmis & Mc Taggart (in Farhana, 2019: 29-30) The main concept of this action research consists of four components, namely: (a) Planning, (b) Action, (c) Observation, and (d) reflection.

The subjects of this study were grade IV students in the odd semester of the 2024/2025 academic year, Indonesian Language subjects with a total of 30 students consisting of 18 males and 12 females who have different levels of academic ability. The techniques used in data collection were through observation, interviews, and student work test results. The collected data were analyzed using the percentage of learning outcomes achieved by students. Improving the ability and skills of teachers in implementing learning and learning outcomes is done by comparing learning achievement results with the formula: KB = T / Tt × 100%.

After calculating the percentage of learning achievement achieved by students, the next step is to see if the learning achievement has been achieved according to the KKM 75 and see how many students in the class have achieved the KKM if it is more than 50% then a class is said to have completed its learning.

Result

This research was conducted at MI Sudirman Banyuanyar which was conducted in class IV. This research was conducted by applying the Problem Based Learning learning model to the material in the form of images and reading texts. This study aims to see students' abilities while using the Problem Based Learning learning model and to improve students' speaking skills in the material in the form of fictional stories "Short Stories".

Cycle I

The research action in cycle I was carried out on Thursday, February 6, 2025. In this cycle I research, the researcher carried out learning in accordance with the teaching module that had been provided by implementing the research steps of the Problem Based Learning learning model by following four research flows, namely: the planning stage, the implementation stage, the observation/observation stage, and reflection and following three steps of activities in learning contained in the teaching module, namely Preliminary Activities which contain the initial stage of learning implementation, core activities which contain the implementation of the learning process and closing activities which contain the final activities of the learning process carried out.

Based on the results of the data in cycle I, it shows that the acquisition of the results of the increase in student learning outcomes is 68.56%, the data above can be described in detail as many as 14 students who have completed and 16 students who have not completed. With the highest value of 100 and the lowest value of 30. In cycle I, the implementation of the Problem Based Learning (PBL) learning model has been implemented, but there are still obstacles including teachers have not optimally implemented the PBL learning phase, this is because teachers do not understand the different characteristics of students, in addition, students in study groups are still less active and only play during learning so that it has an impact on learning outcomes that are still lacking. Therefore, the actions in cycle I have not been successful so it needs to be continued in cycle II.

Cycle II

The activities carried out in cycle II are not much different from cycle I which include the planning, implementation, observation and reflection stages. The implementation of learning in cycle II was carried out on Monday, February 10, 2025. Learning activities are divided into three stages, namely introduction, core activities, and closing. Based on the results of observations, the completeness of student learning outcomes increased from 68.56% to 86.18% because students had understood the material based on the teacher's explanation, and in groups students were able to play an active role in solving problems given by the teacher in their respective groups. Thus, the Problem Based Learning (PBL) learning model can improve student learning outcomes in Indonesian language learning in class IV MI Sudirman Banyuanyar, so this study was said to be successful and was not continued to the next cycle.

Discussion

This research is a classroom action research, in the research the thing that is of concern to the researcher is the learning achievement or learning outcomes obtained from the learning outcomes using the Problem Based Learning (PBL) learning model.

In this study, student learning outcomes are seen from the results of the test given after the learning process is completed. The test given is in the form of questions with each question weighing 30 if the answer is correct. The expected result of this test in the form of questions is that students can solve the questions on the material. The KKM set in class IV MI Sudirman Banyuanyar in Indonesian Language learning is 75. Each student is said to have completed learning if the student's learning outcomes reach 75 or exceed the KKM that has been set.

Based on the results of the study at the observation stage carried out directly by the researcher in the implementation of cycle I, there are still many students who are silent and inactive, this is due to shame, lack of self-confidence, and fear of expressing what they know. Sometimes students are afraid of making mistakes and also some students do not know what the teacher is asking. This is observed as a teaching process to overcome difficulties in understanding Indonesian language learning.

During the learning process, the researcher obtained results that students had not responded well to learning and had not succeeded in improving thematic learning outcomes using the Problem Based Learning learning model which can be seen from the results of learning completion, so the researcher improved its implementation in cycle II.

In cycle I, out of 30 students in class IV MI Sudirman Banyuanyar, the highest score obtained by students was 100 while the lowest score was 30. The overall score obtained by students was 68.56%. The KKM score for class IV MI Sudirman Banyuanyar students was 75. There were 14 students who completed cycle I and 16 students who did not complete it.

The completion of student learning outcomes in Indonesian language learning on the material "Short Story with the Theme of Malin Kundang" using the Problem Based Learning learning model for class IV MI Sudirman Banyuanyar students in cycle 1 was 68.56%. Thus, it can be said that the level of achievement of KKM cycle I of thematic learning using the Problem Based Learning learning model for students of class IV MI Sudirman Banyuanyar has not succeeded in improving learning outcomes, so the researcher continued and made improvements in cycle II.

Overall, cycle II shows that the learning outcomes obtained by students have changed and improved, not only in mastery of the material, but negative student behavior has decreased.

The increasing self-confidence can help students gain a clearer understanding of the goals and intentions of the teacher's discussion. During the two cycles that have been carried out, there have been changes in student behavior, including increased student activity in the learning process, lack of other activities carried out during the learning process, courage to open up about problems faced is increasingly visible and enthusiasm for learning is increasing. In the implementation of cycle II of 30 students of class IV MI Sudirman Banyuanyar, the highest score obtained by students was 100, the lowest score was 30, so the overall student learning outcome score was 86.18%. From the student's KKM score of 75, all students got scores above KKM.

The completion of cycle II using the Problem Based Learning (PBL) learning model for grade IV students of MI Sudirman Banyuanyar cycle II was 86.18%, which is included in the complete category. Thus, it can be said that the achievement in cycle II using the learning model (PBL) has succeeded in improving learning outcomes in learning Indonesian language material "Short Story on the Legend of Mount Arjuna" for grade IV students in accordance with the school's KKM, so the researcher did not continue or carry out the next cycle.

Conclusion

The application of the Problem Based Learning model can train students to have critical thinking skills, the ability to work together, an increase in students' scientific activities, encourage students to evaluate or assess their own learning progress, students are accustomed to learning through various relevant sources of knowledge, and students

find it easier to understand a concept if they discuss it with their friends. The use of the Problem Based Learning model in Indonesian language learning can improve the learning outcomes of grade IV students of MI Sudirman Banyuanyar, on the material "Short Stories". The percentage of student learning outcomes increased from cycle I by 68.56% with a less than good category to 86.18% with a good category in cycle II.

Based on the results of research at MI Sudirman Banyuanyar in the 2025 academic year, the researcher provides the following suggestions:

1. For Teachers: Teachers are expected to be able to use various learning models during learning activities, so that students do not get bored by using only one model. Teachers are expected to be able to manage time and manage the class during learning activities. to ensure that the planned teaching stages run well as expected and learning objectives are achieved properly.

2. For Students: Students must be more serious in following lessons in class and focus on the teacher's explanation and actively participate in group discussions. Students must not only focus on LKS books, but also try to use the internet as a learning resource.

3. For Schools: Schools must create policies that encourage teachers to use PTK so that they continue to be motivated to improve learning in class. Schools must improve learning support facilities such as wifi networks and LCDs.

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