



Application of Types of Learning Models Problem Based Learning (PBL) in Improving History Learning Results for Class XII MIA 9 SMA Negeri 3 Medan

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ABSTRACT

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This research uses classroom action research in its implementation. The subjects in this research are students of class XII MIA 9 SMA Negeri 3 Medan, and the population in this research are all students of class learning model problem based learning (PBL). The stages carried out in this research consisted of 2 cycles. This research was carried out using documentation techniques and providing tests in the form of pre-tests and post-tests, with the average score in cycle I being 89 then in cycle II being 94, and for learning completeness in cycle I 88.5% then learning completeness in cycle II 97.2%.

Keywords

Problem Based Learning Model, Learning Outcomes, History Learning

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INTRODUCTION

Education is an effort to build human abilities through activities that are continuously carried out in a better direction in accordance with current developments. This is in line with the opinion of (Djamaluddin & Wardana, 2019) that education is the process of educating, advancing, leading, observing, mastering and entering information about science into electronic media networks. The aim is to free students from ignorance, advance knowledge, and develop better behavior useful for everyday life. Within the scope of education itself there is a learning process that must be passed to obtain the education.

Learning is part of the process of finding information about something, such as what is studied at school, one of which is learning history. History learning according to (Isjoni, 2007) plays a fundamental role in fostering students' insight into thinking and awareness of the importance of history,

therefore it is important to apply components of the history learning approach, such as cognitive, affective and psychomotor aspects.

From the explanation above, learning history is very important to foster students' insight and self-awareness and have a sense of nationalism/love for their country. To carry out history learning in accordance with learning objectives, learning models and methods that are fun to implement are needed. Here the author applies a problem based learning type learning model. According to (Haerullah & Hasan, 2017) The problem based learning type learning model is a learning model that directs students with problems in everyday life to learn, by starting learning on the problem first.

However, currently the history teaching and learning process is still not very interesting because students are not actively involved in the learning process which causes low student learning outcomes. This is known from the results of the pre-test conducted in class XII MIA 9. The results of the pre-test are as follows :

Table 1.
Results Pre - test

No	Information	Revenue
1	KKM	75
2	The highest score	86
3	Lowest Value	70
4	Class Average	80
5	Number of Students Completed	25
6	Number of Students Who Didn't Complete	11
7	Percentage of Learning Completeness	68,2
8	Incomplete Presentation	31,8

Based on the table above, the average score from the pre-test is 80 from the KKM score of 70. Then the learning completion results for students in class XII MIA 9 are only 68.2%. From the results of this review, it can be seen that the learning outcomes of class XII MIA 9 students are still far from the expected learning objectives.

From these problems, researchers found several factors that caused the low learning outcomes of students in class students find it difficult to express their opinions regarding learning material. To overcome this, the researcher conducted classroom action research with the title "Application of the Problem Based Learning Type Learning Model in Improving Student Learning Outcomes for Class XII MIA 9 SMA Negeri 9 Medan".

RESEARCH METHODE

This research uses a type of classroom action research (Classroom Action Research). where learning is carried out directly by applying the model problem based learning (PBL). According to (Arikunto, Suhardjono, & Supardi, 2008) classroom action research is research that reflects a learning model with the aim of improving the learning process to be better than previous learning. According to (Muslich, 2010) this classroom action research has 4 stages, namely: (1) planning, (2) implementation, (3) observation, and (4) reflection.

The subjects in this research were students of class XII MIA 9 SMA Negeri 3 Medan, and the population in this study were all students of class problem based learning (PBL). There are stages in the model problem based learning (PBL) according to (Haerullah & Hasan, 2017) where he proposed 5 stages, namely: (1) introducing students to the conditions of a problem, (2) coordinating students into study groups, (3) students carrying out investigations in order to get ideas or thoughts for solve the problem then create a work or report, (4) present the results, (5) analyze the evaluation of the results and process

In this research, there were 2 classroom action cycles, cycle 1 was carried out according to the PTK stages starting from the planning, implementation, observation and reflection stages. At the planning stage the researcher plans the learning flow and learning outcomes, then at the implementation and observation stage the researcher carries out learning using a model problem based learning (PBL), and for reflection the researcher made a post-test which was given to students. Cycle 2 is also the same as cycle 1 in implementing classroom action research, but cycle 2 improves the implementation of PTK in cycle 1 in terms of obstacles or shortcomings.

Data collection techniques used in this research are documentation and tests. The instrument in this research is a post-test sheet, the data analysis technique used is descriptive quantitative with the following formula:

1. According to (Habibah, 2013) determining classical learning completeness in this research, the following formula was used:

$$P = \frac{\sum T}{\sum N} \times 100$$

P = Completed learning

$\sum T$ = Number of students who have completed their studies

$\sum N$ = Total students

2. Then according to (Habibah, 2013) in determining the class average, the following formula is used

$$X = \frac{\sum X}{N}$$

- \bar{X} = Class average
 $\sum X$ = Acquisition score
 N = Number of students

RESULT AND DISCUSSION

In this study, the results obtained by researchers from 2 cycles of implementing classroom action research (PTK) from the learning stages showed that in cycle 1 which was carried out on Tuesday 23 July 2024. In this first stage, planning was carried out, starting with identifying problems and create a learning plan that is appropriate to learning outcomes, namely by implementing a learning model problem based learning.

The next stage is implementation and observation, at this stage the researcher begins by carrying out the teaching and learning process with a model problem based learning (PBL) to students with the following stages: (1) the teacher explains the objectives of learning and motivates students to be involved in problem solving activities in learning (2) the teacher coordinates students into study groups, students are made into 6 groups, each of which group consisting of 5 people. (3) students carry out investigations to get ideas or thoughts to solve the problem and then create a work or report, (4) the teacher directs students to present the results of the problem that has been solved (5) the teacher reflects or evaluates.

The next stage is evaluation or reflection, at this stage the researcher gives a test to find out the learning outcomes of the students. Then the researcher carried out reflection as the final activity of cycle 1, the aim of which was to find out the obstacles or weaknesses that existed during the learning process. Then the learning outcomes for cycle 1 are as follows:

Table 2.
Cycle 1 learning results

No	Information	Revenue
1	KKM	75
2	The highest score	96
3	Lowest Value	74
4	Class Average	89
5	Number of Students Completed	32
6	Number of Students Who Didn't Complete	4
7	Percentage of Learning Completeness	88,5
8	Incomplete Presentation	12,2

From the table above it can be seen that in cycle 1 the learning outcomes data were as follows: there were 4 students who had not completed it (12.2%), then there were 32 students whose learning results had been completed with a percentage of (88.5%). The KKM score that must be achieved is 75 and in this cycle 4 students have not completed it, even though the students' learning outcomes have passed 85%, they are still not effective.

Evaluation and reflection stage, where the researcher reviews student learning outcomes by taking class action notes, namely student learning outcomes, and there are deficiencies in cycle 1, namely limited time during the learning process. Where teachers and students need to adjust the application of the learning model problem based learning (PBL), and the teacher needs to explain it to all students so that they can all understand it. Based on the obstacles that occurred after reflecting, the researcher made improvements by minimizing the problems that caused wasted time.

After implementing cycle I, continue with the implementation of cycle II, which in cycle II is more about correcting the shortcomings of the reflection that has been carried out in cycle I. The action will be carried out on Tuesday 30 July 2024. using the same cycle in the stages of cycle I starting from planning , carry out, observe, and evaluate or reflect. The learning outcomes from cycle II are as follows:

Table 3.
Cycle 2 Learning Results

No	Information	Revenue
1	MOH	75
2	The highest score	98
3	Lowest Value	90
4	Class Average	94
5	Number of Students Completed	35
6	Number of Students Who Didn't Complete	1
7	Percentage of Learning Completeness	97,2
8	Incomplete Presentation	2,8

Based on the table, in cycle II it can be seen that the learning outcomes obtained were 1 person (2.2%) who was not yet complete or got a score below the KKM, then there were 35 students who passed the KKM or got a percentage (97.2%) with the complete category. Then the average learning outcome achieved in class XII MIA 9 in cycle II was 95 and this was in the very good category. and in cycle II, the target that researchers had hoped for was

achieved, the minimum learning outcome was 75, and completeness was approximately 88%.

From the implementation in cycle II, the learning results were in line with the researchers' expectations, but there were still obstacles that occurred in the learning process which were still related to time, even though the use of time had been maximized well, it was still not effective. Based on these obstacles, the researchers found a solution, namely by assigning students to look for material at home so that the implementation time could run optimally.

Based on the explanation above, the application of the type learning model problem based learning (PBL) has been going well, and the learning outcomes obtained in history subjects have increased. In general, this classroom action research has achieved the researchers' expectations, namely improving student learning outcomes. This can also be seen from the learning outcomes data with an average score of 94. This shows that the learning model is implemented problem based learning (PBL) is effective in improving student learning outcomes.

CONCLUSION

Based on the explanation explained above, conclusions are drawn about the application of the learning model problem based learning (PBL) succeeded in improving the history learning outcomes of class XII MIA 9 students at SMA Negeri 3 Medan. Furthermore, for classroom action research using this PBL model, starting from cycle I to cycle II there was an increase with the average score in cycle I being 89 then in cycle II being 94, and for learning completeness in cycle I 88.5% then completeness learning in cycle II 97.2%. In this way, this shows that the learning model is applied problem based learning (PBL) was successful in improving student learning outcomes.

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