



Problem Based Learning Model With Crt Approach in Improving Motivation and History Learning Outcomes on National and Regional Figure Material (Class Action Research Study in Class XII IPS SMAN 3 Medan)

Vetty Lumban Gaol¹, Muhammad Adika Nugraha², Masniar Sihotang³

^{1,2} Universitas Islam Sumatera Utara Medan, Indonesia

³ SMA Negeri 3 Medan, Indonesia

ABSTRACT

ARTICLE INFO

Article history:

Received

04 August 2024

Revised

24 August 2024

Accepted

08 September 2024

The aim of this research is to encourage student learning outcomes. This research is included in classroom action research in 2 learning cycles which are followed up in 2 meetings. In the first cycle, design, implementation, observation and improvement activities are carried out. The subjects of this research were 36 students in class XII IPS 1 SMA Negeri 3 Medan. Data collection is carried out using questionnaires, observations, and assessments or evaluations. Data processed and analyzed based on research that has been carried out illustrates that students experience progress in their learning outcomes, if learning indicators and the learning process are carried out using interesting methods. The students' learning outcomes in cycle 1 obtained an average score of 82.55 with a completion rate of 75%, while learning activities in cycle 2 achieved an average score of 92.25 with a completion rate of 88.25%. Through this achievement, the implementation of the CRT approach to learning activities can be a solution in encouraging student learning outcomes.

Keywords

CRT Approach, Learning Outcomes

Corresponding

Author :

vettylumbangaol13@gmail.com

Author's

Email :

mhdadikanugraha@gmail.com
siantarmansihotang@gmail.com

INTRODUCTION

Currently, education is the starting point for the progress of a nation. Education is the foundation of development that has benefits for every human being to achieve their goals. Through education a person can obtain meaningful learning with various actions and approaches that can change behavior (Indrawijaya & Adam, 2003). The enthusiasm for learning has an important role in encouraging oneself to achieve goals. Quoting from Idham, he explained that motivation is a term that is often used to describe the achievement of learning objectives in the easy, medium and difficult categories. Understanding related

to motivation relates to aspects that foster behavior and provide guidance for that behavior, and generally obtains a person's goals related to a specific activity based on their needs (Kholid, 2017). Motivation to learn is a very crucial aspect, in fact there are students who are highly intellectual in academics but have low motivation in learning so that their abilities do not develop (Wina, 2010). It is important to encourage learning motivation for students to develop their abilities which have an impact on students' grades (Varia, 2009). Teachers who are in the position of teaching must of course have the ability to foster students' enthusiasm for learning in order to achieve the desired learning process and behavior (Sardiman, 2006). Quoting from Sudjana's book, learning outcomes are competencies achieved after obtaining learning activities. All student achievements in learning are a process of learning activities (Sudjana, 2010). History is events that took place in the past, which are then analyzed and used as a basis for life in the future.

Based on the results of interviews with the History teacher at SMA Negeri 3 Medan, information was obtained that the KKM, which is the standard for achieving students' efforts in learning, cannot be achieved by XII IPS students. The implementation of learning activities is carried out by applying the traditional learning model with lectures so that learning still focuses on the teacher (teacher center) which results in students tending not to be actively involved in learning activities, this has a big influence on students' unsatisfactory learning outcomes. The application of culture (Culturally Responsive Teaching) in the learning process can make learning activities more valuable. With this application, students will be able to interpret and experience education because it is linked to events that are relevant to students. If this type of learning is implemented, it can encourage students' enthusiasm for learning which is related to improving their learning outcomes. The application of CRT in learning activities related to students' cultural environment will make it easier for them to understand learning (Husin, Wiyanto, & Darsono, 2018).

Learning in this era requires approaches, teaching media, and learning methods that are relevant to the development of the times. New breakthroughs in the learning process are very important to encourage students' enthusiasm in learning which affects the achievement of their learning efforts. The CRT approach is carried out because the learning carried out by students is not just about acquiring academic knowledge but the need to strengthen their cultural identity.

This learning approach is implemented using a model problem-based learning (PBL), because the field of study in History is relevant to life in the surrounding environment. Problem Based Learning describes learning activities

that focus on students by building students' own knowledge in solving problems. Glazer confirmed that Problem Based Learning will foster critical thinking in students because they will be encouraged to be able to solve problems. Problem-based learning provides stimulation for learning because it presents contextual problems that will be solved (Widiasworo, 2018). Based on this, the author uses the CRT approach with a learning model Problem Based Learning in improving student learning outcomes in class XII IPS SMA Negeri 3 Medan.

RESEARCH METHODE

This research was conducted using classroom action research from 15 July 2024 to 13 August 2024 at PPL II at SMA Negeri 3 Medan. This research activity was carried out in stages, namely over two cycles, where in 1 cycle there was 1 meeting with design, implementation, observation and improvement activities. The subjects of this research were class XII IPS 1 SMA Negeri 3 Medan with 36 students. Data was collected by questionnaire, observation and assessment. Observations are carried out by observing students' activities and making plans for subsequent activities. At the final activity, a test is carried out as a measure of students' learning achievement in each cycle.

RESULT AND DISCUSSION

CRT (Culturally Responsive Teaching) approach with a model Problem Based Learning, The author examines the achievement of students' learning objectives in each cycle. Based on the results of the author's analysis, there is an increase in learning outcomes in each cycle. By implementing the CRT approach in the learning process, it provides interpretations that students can understand at their thinking stage

The experiment in cycle 1 was carried out by linking the sub-material of regional unrest in the city of Medan, while the experiment in cycle 2 was carried out by linking the sub-material of national and regional figures who struggled to maintain the integrity of the Indonesian state and nation during the 1948-1965 period.

Table 1.
Student Learning Results

| Assessment | Top Value | Lowest Value | Average value | Completeness |
|------------|-----------|--------------|---------------|--------------|
| Cycle 1 | 100 | 60 | 82,55 | 75 |
| Cycle 2 | 100 | 70 | 92,25 | 88,25 |

Table 1 above illustrates that the lowest scores in stage 1 and stage 2 are 60 and 70. The average scores obtained for each cycle are 82.55 and 92.25, with a completion rate of 75% and 88.25%.

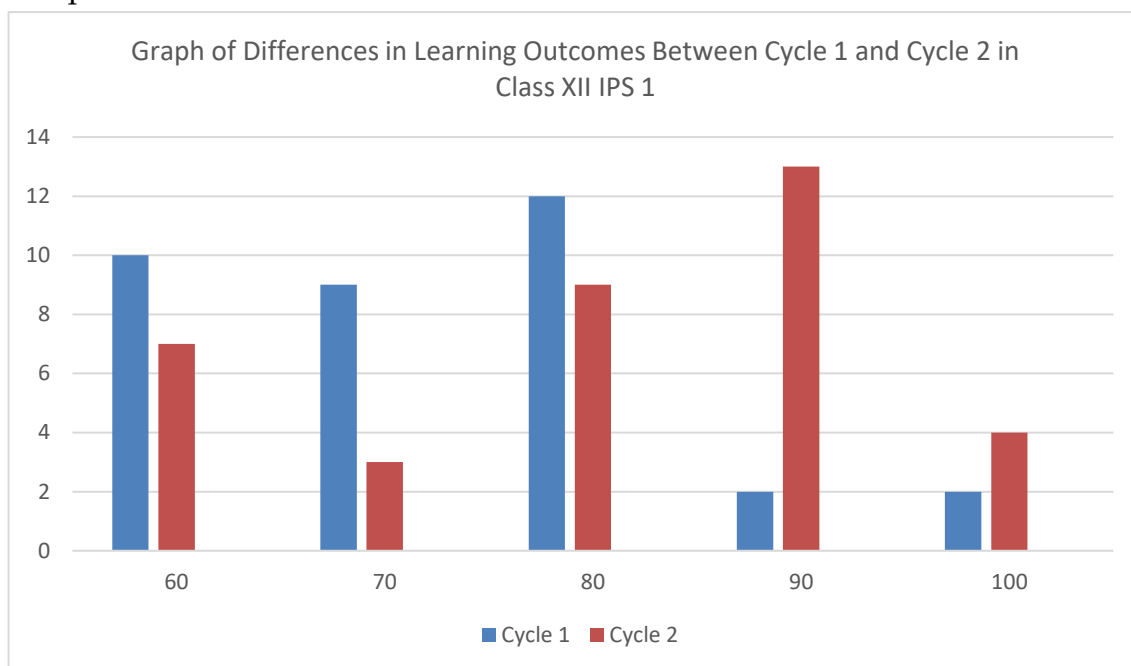


Figure 1.

Percentage graph of student learning outcomes in Cycle 1 and Cycle 2

Figure 1 explains the graph of the results of learning efforts in the first cycle and the second cycle. In the first cycle students achieved a dominant score of 80, while in the second cycle students predominantly achieved a score of 90. These learning outcomes illustrate that students made progress in their learning outcomes.

The first cycle of design consists of creating teaching modules by applying the Problem Based Learning model which utilizes the CRT (Culturally Responsive Teaching) approach. If there are students who cannot reach the KKM, remediation is carried out in the second cycle. After carrying out the evaluation, reflection is carried out to find out the obstacles experienced in learning activities, then at the next meeting reflection is carried out. In the reflection stage, obstacles were found: 1) Students did not pay attention to the teacher teaching, 2) Students were unable to analyze the material provided. Based on these results, improvements were made in the second cycle to obtain the results: 1) Students were interested in participating in learning activities, 2) Students were able to analyze the material. Learning is carried out in a structured manner so that improved learning outcomes can be achieved.

Through the improvement stage in the second cycle, it can be seen that learning activities are progressing well, supported by data on improving

learning outcomes that have been obtained. There is 13.25% progress in the efforts achieved by students in learning. Applying the CRT (Culturally Responsive Teaching) approach can create an active learning atmosphere by making all students participate.

Table 2.
Indicators of Learning Motivation

| Indicator | Cycle 1 | Cycle 2 |
|---|---------|---------|
| There is passion and desire to succeed | 45,21 | 62,40 |
| There is a desire and interest in learning | 7,51 | 21,12 |
| Have goals and aspirations for the future | 50,25 | 53,13 |
| There is appreciation in learning | 30,23 | 35,40 |
| Found interesting activities while studying | 40,25 | 45,71 |
| There are comfortable conditions for learning, to encourage students to learn safely. | 40,25 | 50,72 |

(Uno, 2014)

Based on the table above, it is known that enthusiasm for learning is highest when learning activities that influence students' learning outcomes are having goals and aspirations for the future and the lowest indicator of learning motivation is a lack of encouragement to study well.

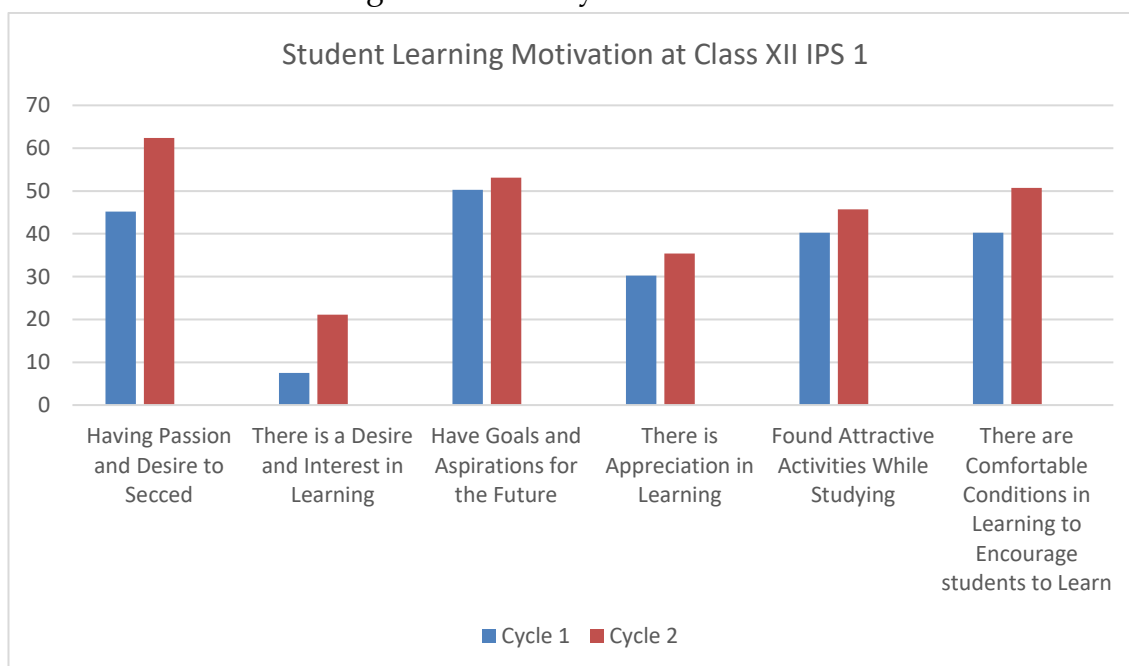


Figure 2:
Graph of Cycle Learning Motivation in Class XII IPS 1 SMA Negeri 3 Medan
Cycle 1 and Cycle 2

In Figure 2, it is known that the environmental situation where active and comfortable learning activities take place can encourage students' enthusiasm

for learning. The increase in enthusiasm for learning shown by the data in the first cycle was 72.80% while in the second cycle it was 92.25%.

This progress in learning outcomes and learning motivation can illustrate the CRT (Culturally Responsive Teacher) approach using a model Problem Based Learning can be implemented in the classroom, to realize valuable learning, provide meaningful experiences for students. The use of the Culturally Responsive Teaching (CRT) approach influences the development of students' enthusiasm for learning in a better direction (Taher, 2023).

CONCLUSION

Based on the discussion and results that have been explained, the Team Games Tournament (TGT) learning model has proven to be effective in creating classroom conditions that are more interactive and active as a whole, so that student learning outcomes are in line with learning objectives. The use of the Team Games Tournament (TGT) model received a positive response, as seen from the success of its implementation which ran smoothly, active participation of students in learning, and completion of student worksheets (LKPD) given by the teacher. This shows that the material on the struggle to face the threat of national disintegration can be achieved with good and optimal results by students.

REFERENCES

- Husin, V. E., Wiyanto, W., & Darsono, T. (2018). Integrasi Kearifan Lokal Rumah Umekbubu dalam Bahan Ajar Materi Suhu dan Kalor untuk Meningkatkan Motivasi dan Hasil Belajar Siswa SMA. *Physics Communication*, 26-35.
- Indrawijaya, & Adam, I. (2003). *Perilaku Organisasi*. Bandung: Sinar Baru.
- Kholid, I. (2017). Motivasi dalam Pembelajaran Bahasa Asing. *Jurnal Tadris*.
- Sardiman. (2006). *Integrasi dan Motivasi Belajar*. Jakarta: PT. Raja Grafindo Persada.
- Sudjana, N. (2010). *Penilaian hasil proses belajar mengajar*. Bandung: PT. Remaja Rosdakarya.
- Taher, T. (2023). Analisis Keterampilan Komunikasi dan Kolaborasi Siswa Intorvert dengan Pendekatan Culturally Responsive Teaching. *Jambura Journal of Education Chemistry*, 21-27.
- Uno, H. (2014). *Teori Motivasi dan Pengukurannya: Analisis di Bidang Pendidikan*. Jakarta: Bumi Aksara.
- Varia, W. (2009). *Psikologi Pendidikan*. Medan: Latansa Pers.

- Widiasworo, E. (2018). *Strategi Pembelajaran Edu Taintment Berbasis Karakter (1st ed)*. Yogyakarta: Indonesia: Ar-Ruzz Media.
- Wina, S. (2010). *Kurikulum dan Pembelajaran, Teori dan Praktek Pengembangan Kurikulum KTSP*. Jakarta: Kencana.