Analysis of Historical Learning Using the Problem-Based Learning (PBL) Model on the Entry of Hindu-Buddhist Religion in Indonesia in Class X 4 of SMA Negeri 14 Medan

Yediza Saputrinta[1], Arfan Diansyah[2], Imelda Gultom[3]
[1,2] Universitas Islam Sumatera Utara Medan, Indonesia
[3] SMA Negeri 14 Medan, Indonesia

ABSTRACT

The background of this research is to improve student learning outcomes through contextual and realistic problem solving at Senior High School (SMA) Problem-Based Learning makes it easier for students to develop skills in thinking and expertise in solving problems. This research is classroom action research (PTK). In this case, the subjects of this research are class X 4 students at SMA Negeri 14 Medan. The aim of this research is to gain knowledge about; 1. Planning history learning using the Problem-Based Learning model, 2. Implementation of History learning using the Problem-Based Learning model, 3. Obstacles in learning History using the Problem-Based Learning model in class X 4 SMA Negeri 14 Medan. The research method used is qualitative. The data used in this research includes primary and secondary data. Primary data was obtained from observing student and teacher activities during the learning process and the results of student learning evaluations after the learning was carried out. Meanwhile, secondary data was obtained from information regarding the number of students and facilities available to support student learning at SMA Negeri 14 Medan.

INTRODUCTION

The way or model of teaching greatly influences each student's interest in learning. This is where teachers are required to apply various models or strategies in the learning process so that students do not get bored when the learning process begins (Nurgiyantoro, 2010: 167). Therefore, educators must apply learning models to make it interesting. The learning model is the flow of learning which becomes a guide in the teaching and learning process. However, when choosing a learning model, teachers must adapt it to the material that will be brought into the classroom, especially history lessons. One of the

considerations in choosing a learning model is that when the learning process begins there is a reciprocal relationship between active and inactive students. This is a consideration for teachers so they look for learning methods that are suitable for Class X 4 students and start implementing the Problem-Based Learning (PBL) learning model.

Problem-Based Learning (PBL) is a learning model originally developed in the world of medical education, but has now begun to develop widely at the educational level. (Savery, 2006) wrote that Problem-Based Learning (PBL) became known in the early 70s at one of the Faculty of Health, McMaster University, Canada. At that time, PBL was presented as a new learning method that was centered on the learner, not just the teacher or instructor. However, this method is based on adult learning principles, and is more focused on the learners themselves which then encourages long-term learning skills. There are several health schools that are also starting to use the PBL model in terms of teaching and are starting to develop and use this PBL model in teaching and learning activities in schools, from elementary school (SD) to university level.

Problem-Based Learning is the theoretical basis of collaborationism and constructivism. Problem-Based Learning is a good innovation for a learning model approach that aims to change old conventional methods. However, this learning model is not new because Plato and Socrates asked their students to obtain information independently and look for new ideas so they could be discussed.

In general, Problem-Based Learning (PBL) is an approach that uses cases as a context for students to learn about critical thinking techniques and problem solving skills as well as essential knowledge and concepts in the learning mat. So in a concise and simple way (Rhem, 1998) defines Problem-Based Learning (PBL) as one of the learning methods that is initially presented to students. Problem-Based Learning (PBL) is a learning method that uses problems as a starting point for collecting and integrating new knowledge. Dewey explains the view of education in schools as a reflection of wider society and the classroom becomes a laboratory for investigating and solving real-life problems (Arends R., 2007)

The role of PBL learners is to learn independently, search, sort and use good and appropriate sources when solving a problem and gaining new ideas or knowledge. In this way, you can think proactively, not just be a follower but can contribute ideas, and thoughts and provide critical reasons for the ideas presented, and can communicate smoothly and professionally, both verbally and non-verbally. In this way, it is hoped that they will be able to collaborate with group friends and the school community.scr

One of the Indonesian History lessons carried out at SMA Negeri 14 Medan, specifically class Problems faced by teachers where students are less active and creative when solving problems given by the teacher, this is measured based on knowledge (cognitive) abilities. This is one of the obstacles to the learning objectives in the curriculum not being achieved optimally. Thus, this becomes a problem that must be resolved thoroughly and responsively by the teacher. This depends on the professional skills of teachers in designing, creating and managing the learning process that takes place in the classroom.

Making learning more effective requires the teacher's ability to choose methods and models for students to adapt to learning activities. One learning model that encourages students to be active and creative is the problem-based learning model (PBL). Learn one of the processes involved in solving problems and think critically according to the original context. However, Glazer went on to say that PBL provides an opportunity for every student to learn a wide range of things and focuses on preparing students to become active and responsible citizens. Through PBL, students also gain experience when realistic problems are faced, so that communication, collaboration, and data sources can be used to conclude ideas and develop their reasoning skills. The PBL model can improve student learning outcomes in cognitive, affective and psychomotor aspects. In this way, PBL learning teaches how students can work together with groups or individuals with the same goals, thereby creating a dynamic and effective learning environment in the classroom.

RESEARCH METHODE

In this study, the data collection technique obtained was qualitative data. The form of research used is a case study. Where primary data is obtained from interviews and documentation obtained from school information, secondary data is obtained from books and journals. Collecting this data is the initial step of the research.

This research was carried out at SMA Negeri 14 Medan located Jl. Student Gg. Darmon, Binjai, District. Medan Denai, Medan City, North Sumatra. This research was carried out in the odd semester of the 2024/2025 academic year starting from 01 August - 08 August 2024. The research subjects were Class X 4 which consisted of 36 students, 25 girls and 11 boys. The data used in this research includes primary and secondary data. Where teachers carry out learning by implementing Problem-Based Learning (PBL).

The data analysis technique in classroom action research is case research from a class whose results are not to be generalized, so data analysis is

sufficient to describe the data collected using interviews and observation guides which will then be analyzed.

RESULT AND DISCUSSION

The research was conducted at SMA Negeri 14 Medan, especially in Class X 4, which consisted of 36 students. The research process begins with classroom observations as the research subject. Implementation of learning using the Problem-Based Learning (PBL) model in the process of entering Hinduism and Buddhism in Indonesia. PBL learning begins with 5 phases consisting of:

Table 1.
Phases in PBL

Phases in PBL	Teacher Behavior
Phase 1 Provide orientation regarding the problem to students	The teacher discusses the objectives of learning, describes the main important needs, and motivates students to participate in solving problems
Phase 2 Organizing students to research	The teacher helps students to define and organize tasks related to the problem
Phase 3 Helps investigate independently and in groups	Teachers encourage students' enthusiasm to obtain accurate information, carry out experiments, and seek explanations and solutions
Phase 4 Develop and display findings	Teachers help students plan and prepare suitable artifacts such as reports, video recordings or documentation, thereby helping students to obtain data and present presentations.
Phase 5 Analyze and evaluate the process of solving problems	The teacher helps students reflect on the student's investigations and poses

Discussion

From the explanation above: **Phase 1.** Provide orientation regarding the problem to students, **Phase 2.** Organizing students to research, **Phase 3.** Helps investigate independently and in groups, **Phase 4.** Develop and present findings, **Phase 5.** Analyze and evaluate the process of overcoming problems

History learning planning uses the Problem-Based Learning (PBL) model

In making decisions about what things must be done to change or develop and how these actions can be overcome (Sawitri, 2018). Planning for PBL learning methods is an initial action that has been designed to achieve a learning goal. The data obtained by researchers in Class So this matter must be negotiated by all levels of teachers, before entering the new school year. Matters that will be discussed earlier are teaching modules, assessments, lesson hours and learning schedules. Apart from that, teachers for each subject carry out MGMP which is carried out once a month discussing detailed learning planning such as teaching modules, LKPD, teaching materials, evaluation materials, and remedial and improvement programs. In making a teaching module, History teachers must first understand the learning outcomes (CP), learning objectives (TP), and flow of learning objectives (ATP) according to the subject to be taught, and make them into teaching modules.

In this case, the teacher presents the material with an interesting and interactive learning model, not just a lecture but must display the media or learning model. One example of an interactive discussion learning model is a learning model based on Problem-Based Learning (PBL) problem solving. The Problem-Based Learning learning model is an approach used to train students to think critically and have skills in solving problems (Syamsiah & Suryani, 2018)

Implementation of history learning using the Problem-Based Learning (PBL) model

Based on the results of observations and interviews during the learning process in class, the teacher starts the opening with a prayer, the teacher says greetings at the opening of the lesson, then sees the presence of the students, conveys the objectives of the learning and reviews previous lessons to the students. The teacher asks the students whether they have understood the previous material or not. Furthermore, before entering the material that will be discussed, the teacher gives students the opportunity to learn to find problems related to their daily lives. In this way, the teacher gives students the opportunity to define problems that have been found in everyday life using their own words. Then the teacher conveys the steps for learning based on the learning implementation plan sheet that has been prepared by the teacher. After presenting the basic competencies and indicators of competency achievement that must be achieved in the learning process and implemented. Basic competencies must be achieved by every student when assigned to analyze and present. Indicators of student competency achievement are being able to

understand, ask questions, obtain data, analyze and explain the results of student analysis.

Barriers to learning history using the Problem-Based Learning (PBL) model

During the teaching and learning process, students were found to experience difficulties in discussing, due to the lack of active attitudes of students when the learning process took place in class. However, there are students who are still afraid and hesitant about expressing their opinions in front of their friends. This is very important, namely understanding, especially analyzing historical learning in everyday life. However, students still feel bored, sleepy and fed up, so when learning begins, students are less focused on listening to the material presented by the teacher. From the results obtained, the researcher can conclude efforts to resolve the obstacles that occur in Class X 4 of SMA Negeri 14 Medan. Therefore, in implementing learning, one of the ways is so that students can revive their interest and enthusiasm for learning. The teacher took the initiative to use the Problem-Based Learning model in class So teachers must approach students first. The teacher does this by reprimanding him with a gentle greeting, so that students are always focused on their group or independent tasks so that the group discussion process continues. Based on interviews with history teachers, during the learning process, the teacher tries to make students more active and brave enough to express their opinions. The teacher gives points or appreciation in the form of additional marks to students who dare to express their opinions. Therefore, students will be motivated to speak and no longer feel stiff in expressing their opinions. However, this is one of the obstacles in learning history, namely the lack of understanding of students in learning and the lack of socialization of training specifically with the teacher's approach, as well as the learning models used by teachers being less varied.

CONCLUSION

Based on the results of data analysis, observations and interviews, researchers can conclude that, history learning which takes place using the Problem-Based Learning (PBL) model for class from the learning planning carried out by the teacher. Thus the results obtained are, 1. History learning planning using the Problem-Based Learning (PBL) model in Class So this matter must be negotiated by all levels of teachers, before entering the new school year. Matters that will be discussed earlier are teaching modules, assessments, lesson hours and learning schedules. Apart from that, teachers for each subject carry out MGMP which is carried out once a month discussing detailed learning planning such as teaching modules, LKPD, teaching materials,

evaluation materials, and remedial and improvement programs. In making a teaching module, History teachers must first understand the learning outcomes (CP), learning objectives (TP), and flow of learning objectives (ATP) according to the subject to be taught, and make them into teaching modules. 2. The implementation of history learning uses the Problem-Based Learning (PBL) model, in this case the teacher conveys the steps of learning based on the learning implementation plan sheet that has been prepared by the teacher. After presenting the basic competencies and indicators of competency achievement that must be achieved in the learning process and implemented. Basic competencies must be achieved by every student when assigned to analyze and present. Indicators of student competency achievement are being able to understand, ask questions, obtain data, analyze and explain the results of student analysis. 3. Obstacles in learning history using the Problem-Based Learning (PBL) model. However, this is one of the obstacles in learning history, namely the lack of understanding of students in learning and the lack of socialization of training specifically with the teacher's approach, as well as the learning models used by teachers being less varied.

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