

## **Promoting Students' Learning Outcomes on Cooperation in Various Fields of Life: Action Research on Problem Based Learning Model**

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### **Abstract**

This research aims to improve student learning outcomes in the material Cooperation in various fields of life through the Problem based learning model for Class VII A students of the 2021/2022 academic year at SMPIT Pluit Raya Jakarta. This research is a Classroom Action Research (CAR). This research was conducted in 3 cycles. The results of the reflection were used as the basis for preparing further action plans. The collection of data used is observation or observation, field notes, documentation and test instruments. Based on the implementation of learning using the Problem Based Learning method which refers to the Minimum Completeness Criteria 75, in cycle I the lowest score obtained by students is 10 and the highest score is 100 with an average student score of 63.81. In cycle II the lowest score obtained by students was 8, the highest score was 90, with an average student score of 75.24. In cycle III the lowest score was obtained by student 2, the highest score was 100, with an average student score of 81.90. Overall the Problem Based Learning method is very effective in increasing student learning outcomes at SMPIT Pluit Raya Jakarta.

Keywords: cooperation in various fields of life, learning outcomes, problem based learning

## **1 INTRODUCTION**

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have a spiritual religious activity, self-control, society, nation and state (Utami et al., 2021). Education is an effort to civilize humans or humanize humans, education is very strategic for educating the nation's life and is needed to improve the quality of the nation as a whole (Utami & Vioreza, 2020).

Pancasila and Citizenship Education (PPKn) is one of the subjects that must be taught in schools. Pancasila and Citizenship Education is a field of study that carries a national mission to educate the nation's life. Pancasila and Citizenship education is obtained not only including learning experiences in school but should also include learning experiences outside of school. Pancasila and Citizenship Education as a vehicle for educating the nation as stated in the national goals in the Preamble to the 1945 Constitution must be developed into a vehicle for awareness education about civic life and education that is more critical in order to empower every citizen.

But the reality of education in Indonesia today, Pancasila and Citizenship Education faces various obstacles and limitations. In terms of instrumental input related to the quality of students and learning resources. This has an impact on the implementation of Civics learning which tends not to lead to the mission it should. This can be seen in the PPKn learning process which places more emphasis on instructional impact which is limited to mastery of the material which places more emphasis on cognitive dominance and class management has not been able to create a conducive and proactive atmosphere to provide learning experiences to students through proactive and interactive involvement. In the

teaching and learning activities of class VIIA students at SMPIT Pluit Raya, Penjaringan, North Jakarta in the PPKn subject in Cooperation in Various Fields of Life the results were very unsatisfactory and the average score of students was below the minimum completeness criteria (75) 65%, because Therefore, the researchers are trying to improve the PPKn learning outcomes by using the problem-based learning model so that the results of class VIIA students at SMPIT Pluit Raya, Penjaringan, North Jakarta can reach above the minimum completeness criteria according to the expectations of the researcher.

Based on the problems above, the researcher tries to use the Contextual Teaching and Learning (CTL) approach as a learning concept that helps teachers relate the material they teach to real-world situations and encourages students to make connections between the knowledge they have and its application in their lives as family members of society (Alberty Tenis & Utami, 2020). From the description that has been submitted, a research was carried out to promoting students' learning outcomes on cooperation in various fields of life: action research on problem based learning model for class VIIA students at SMPIT Pluit Raya, Penjaringan, North Jakarta.

## 2 RESEARCH METHODS

The research method used is class action research (classroom action research) which is intended to overcome a problem that exists in the classroom (Susilowati, 2018). "Classroom action research is a form of collaborative research conducted by educators to improve the learning process that has been carried out in order to improve student learning outcomes (achievement) through stages known as cycles (Kunlasomboon et al., 2015). This research was carried out from March to May 2022, Even Semester 2021/2022 Academic Year This class action research was carried out in class VIIA SMPIT Pluit Raya Jakarta. as a source of data in the classroom action research that the researcher documented came from (1) Informants. Data sources were all 21 class VII A students at SMPIT Pluit Raya, (2) Key informants were information obtained from Civics teachers as collaborators.

Data collection techniques (1) Tests, used to obtain data about students' PPKn learning outcomes in deliberation material through the Problem based learning model. (2) Observation is used to collect data about the activities of students and researchers as teachers in implementing learning activities through the Problem based learning model. (3) Interviews are used to strengthen data in knowing responses to the implementation of learning and looking for data that is difficult to observe when the observation takes place, namely data about the attitudes of students in the implementation of learning they face. (4) Documentation, used to obtain school data and names of students, as well as photo recordings of the action research process. Documentation is a method for obtaining or knowing something with books, archives related to those being studied. (5) Field Notes, making notes and comments on raw field notes that cannot be separated from the focus of the research (Savery, 2016).

Qualitative data analysis is the process of searching for, and systematically compiling. Data obtained from the results of tests, observations, interviews, documentation and field notes by organizing the data into categories, describing them into units, synthesizing them, compiling them into patterns, choosing which ones are important and what will be studied, and making conclusions. so that it is easily understood by oneself and by others (Rijali, 2019).

Qualitative data analysis is inductive, that is, an analysis based on the data obtained, then a certain relationship pattern is developed which will become a hypothesis. In the process, qualitative data analysis was carried out before entering the field, while in the field, and after finishing in the field. Data analysis was carried out when data collection took place, and after completing data collection within a certain period. In this study, data analysis activities, namely: Reduction of data obtained from the field is quite a lot, for this reason it needs to be recorded carefully and in detail, the longer the researcher is in the

field, the greater the amount of data. Therefore it is necessary to immediately carry out data analysis through data reduction, data description by describing the data, it will be easy to understand what happened, plan the next target based on what has been understood. So that it becomes a simple form and its meaning can be understood. The next step in data analysis is concluding and verification. The initial conclusions found are still temporary. But if the conclusions found at the beginning are proven and valid when the research returns to the field to collect data, then the conclusions found are accurate conclusions. In the final stage, the conclusions must be checked again (verified) and examined in the notes made by the researcher and then lead to conclusions (Rofiah, 2022).

### 3 RESULT AND DISCUSSION

In this study, researchers did it in three cycles. The results of the first cycle showed that after using the Problem Based Learning learning method, the average value of students was 63.81, 8 students who had completed it (38.01%) and 13 students who had not completed it (61.9%). The results of cycle II increased student learning outcomes as a whole increased, with an average of 75.24 students who completed 13 students (61.9%) and students who had not completed as many as 8 students (38.1%). While in cycle III the overall increase in student learning outcomes increased, with an average of 81.90 students who completed 19 students (90.5%) and students who had not completed as many as 2 students (9.5%).

#### 3.1 First Cycle

Implementation of learning with the Problem Based Learning model in cycle one was quite effective in increasing the results of students completing 38.1% of students not completing 61.9%, regarding cooperation in various fields of life.

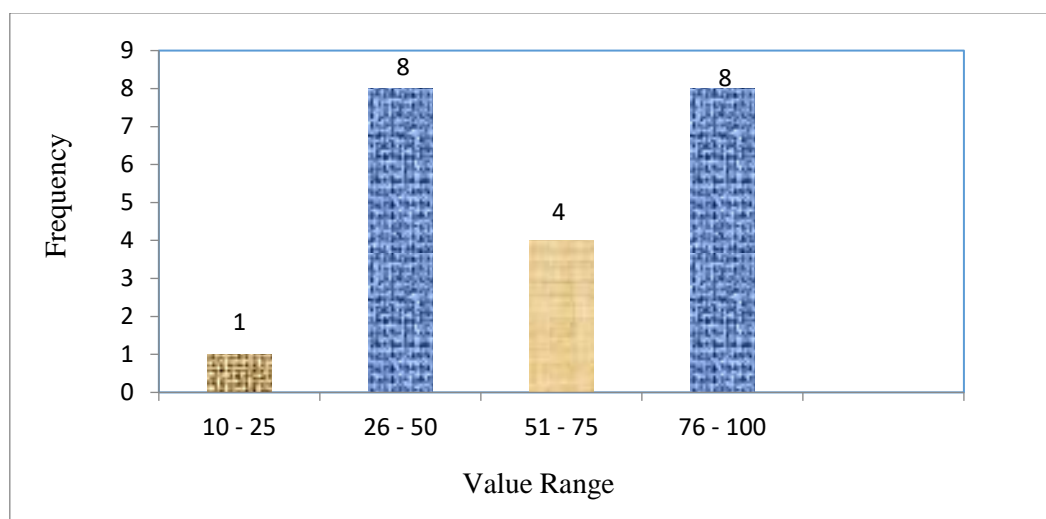


Figure 1. Improving Learning Outcomes Regarding Cooperation in Various Fields of Life in First Cycle

#### 3.2 Second Cycle

In the second cycle of learning grouped in small groups, namely into four groups, it was found that the results of students who completed 61.9% of students did not complete 38.1%, regarding the material forms of cooperation in various community life.

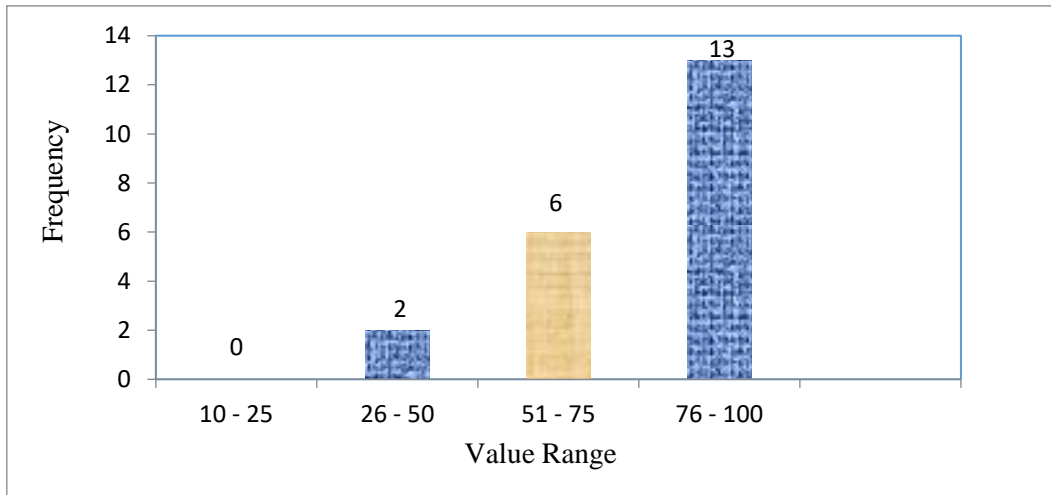


Figure 2. Improving Learning Outcomes Regarding Cooperation in Various Fields of Life in Second Cycle

### 3.3 Third Cycle

In the third cycle of learning grouped in small groups, namely into six groups, it was found that the results of students completing 90.5% of students had not completed 9.5%, regarding the material forms of cooperation in various community lives.

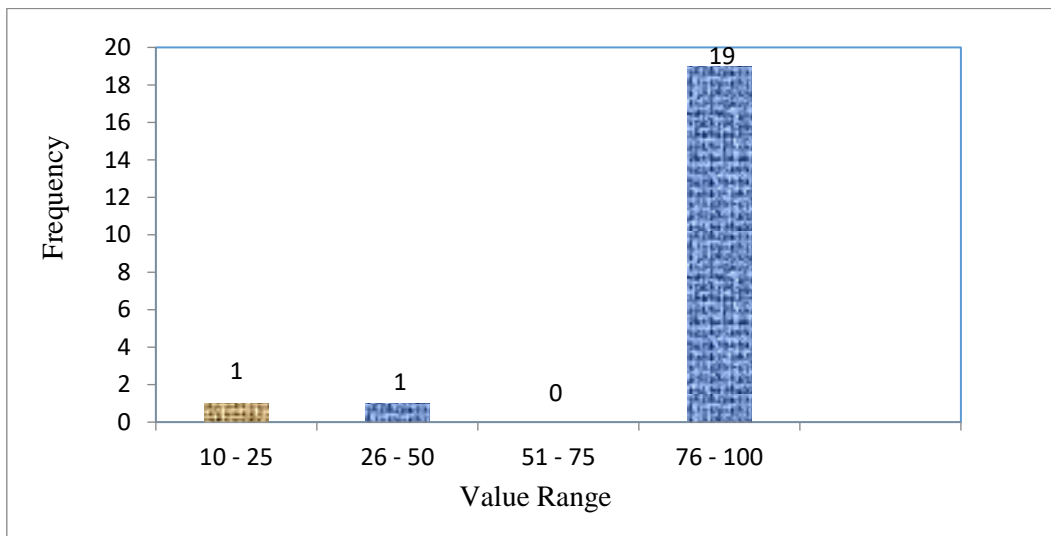


Figure 3. Improving Learning Outcomes Regarding Cooperation in Various Fields of Life in Third Cycle

The increased value of these students is because students have started to participate in the Civics learning process. Students have also started to be active in learning, never feel bored and they focus on the learning process or the material explained by the researcher. This increase in learning outcomes identifies that the Problem Based Learning learning method is appropriate or very suitable for use in the Civics learning process on the subject of Cooperation in Various Fields of Life. This is because by using the Problem Based Learning learning method students are required to solve problems with their respective groups. With this method learning is also more interesting and not monotonous so that students are more enthusiastic and active in absorbing Civics learning material about Cooperation in Various Fields of Life (Tambunan et al., 2018).

## 4 CONCLUSION

The Problem based learning model is able to improve student learning outcomes regarding Cooperation in Various Fields of Life, with indicators (1) Understanding the meaning of cooperation in various fields of life; (2) Identifying forms of cooperation in various fields of community life; (3) Analyzing the forms forms of cooperation in various community life; (4) Demonstrate forms of cooperation in various areas of community life. The application of the problem-based learning model in class can make students active and more interested in paying attention to the material presented by the teacher.

The results of the study show that improving learning, especially increasing learning outcomes in cooperation materials in various fields of life, can be achieved. This can be seen from the increase in learning outcomes from before the improvement (pre cycle) to the third cycle.

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