

Improving PPKN Learning Out Comes with Problem-Based Learning (PBL) Method

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Abstract

In this digital era, the use of the problem-based learning method is believed to be able to improve student learning outcomes in civic education subjects, the purpose of this research is to improve student learning outcomes through problem-based learning methods in learning activities in civic education subjects. Problem-Based Learning Method, With Classroom Action Research (CAR) Design, The Research Starts from Cycle I To Cycle III, In Which Describes And Describes The Results Of Observation Sheets From 15 Students And Post Test Results From Each Cycle, As Well As Discussion Results From Observations Who Collaborated With Model Teachers As Key Informants In This Research. Based on these data, it can be concluded that the assessment of the minimum completeness criteria (KKM) at the Islamic Vocational School Aulia Cikarang Selatan is 70 in Cycle I the average value of student learning outcomes in Cycle I = (51.33) or (27%) which passed, in Cycle II = (64.00) or (40%) passed, in Cycle III = (78.93) or (80.00%) passed. Thus, it can be concluded that the teacher's efforts in improving students' PPKN learning outcomes can be declared successful in accordance with the desired target by the researchers with the average score achieved (78.93) from the standardized KKM score in PPKN subjects, namely (70.00) thus can be said to be successful, in the use of Problem Based Learning learning methods.

Keywords: learning methods, learning outcomes, problem based learning.

1 INTRODUCTION

In the world of education, learning methods are varied, but for the effectiveness of learning in the industrial era 4.0, the development of students has significant differences, students tend to be bored with the delivery of one-way material such as the lecture method, the author believes that problem-based learning methods can improve student learning outcomes, atmosphere learning becomes more lively, effective and fun, teachers also make less use of learning methods, and existing media to support the learning process so that the level of achievement of basic competencies can be maximized. It would be even better if students could provide examples other than what the educators exemplified to students and these students are able to provide harmony or synergize with what has been learned with problems that are difficult to occur in their environment (Romelan et al.,2020) If the teacher can utilize existing learning methods and media properly and appropriately, the expected achievement of basic competencies can be achieved. This of course can improve student learning outcomes. For this reason, researchers try to apply the Problem Based Learning method to overcome the difficulties experienced by students in studying Civics, because students will be more interested in following the ongoing learning process that has been prepared by the teacher related to the basic competencies to be achieved.

Based on the results of observations made by researchers at Aulia Islamic Vocational School, South Cikarang, student learning outcomes have decreased, and PPKN learning outcomes for Aulia Islamic Vocational School students are still relatively low The average value of students is below the KKM for PPKN subjects (70) compared to other subjects On

the other hand, based on the facts in the field, the learning outcomes of class X students of Islamic Vocational High School Aulia in PPKN subjects tend to be low. The learning outcomes of PPKN subjects that have been carried out cannot be in accordance with what is expected and are categorized as the main objectives of learning PPKN because many students feel that the learning process is less interesting so the enthusiasm of students decreases. Based on the results of these observations, the researcher as a teacher wants to apply the problem-based learning method as the application of research to improve the learning outcomes of students at Aulia Islamic Vocational School, South Cikarang, in terms of assessment and learning effectiveness to provoke the development of thinking and learning outcomes of students.

A number of studies have been carried out and proven how problem-based learning (PBL) methods can provide improvements in student learning outcomes (Utami & Vioreza, 2020), (Jacob et al., 2020) have researched and obtained results that by using the Problem method based learning as a support for learning the problem-based learning (PBL) method is able to improve student learning outcomes in classroom action research (CAR) at SMPN 2 Tolitoli. Problem-based learning or problem-based learning is a learning model that challenges students to think critically in solving problems that arise. there is. (Sujatmika,2020) states that PBL is learning that provides problems to students individually and in groups who are required to be able to solve and provide solutions to these problems and students can maximize their intellectual intelligence to solve life's problems. Research conducted by (Romelan et al.,2020) PBL can improve student learning outcomes up to an average value of 84.56. Based on this research, it can be concluded that PBL can improve students' critical thinking skills so that it has an effect on increasing student learning outcomes. Basically, the PBL method is a method that emphasizes the concept of mind mapping, a creative way for students to generate ideas, record what they learn, or plan new assignments (Alberty Tennis et al.,2020).

The advantages of this problem-based learning method are that it can make education in schools more effective in implementing the delivery of material delivered by teachers and more synergistic with life, can familiarize students with dealing with and solving problems skillfully, and can be implemented in dealing with life in society, Problem-based learning methods can also provoke critical and creative thinking skills. This method can be useful for Aulia Islamic Vocational School with the condition of a newly built and developing school.

2 RESEARCH METHODS

This research was carried out at the Aulia Islamic Vocational School, South Cikarang, which is located at Jl. Ciantra Permai Kampung Kukun RT 09 RW 05 Ciantra Village, South Cikarang District by examining the learning outcomes of students in class X-Askep (Nursing Assistant) which amounted to 15 students. The author uses qualitative research with classroom action research (CAR). The author collaborates with PPKN teachers in this research. The research procedure is based on the Kemmis and Taggart Principles, which consist of planning, action, observation, and reflection. The author will focus on online teaching about National Integration within the Frame of Unity in Diversity through the Problem Based Learning (PBL) method. The author gets three cycles in this study. In the learning process, the author uses three-phase techniques, namely presentation, practice, and production. The author tries to examine the Problem Based Learning (PBL) method that can lead to the growth of student learning outcomes about National Integration within the Frame of Unity in Diversity at Aulia Islamic Vocational School, South Cikarang. In the technique of collecting data on the problem-based learning method, it can be obtained using tests, interviews, observations, and documentation studies (Alberty Tennis et al., 2020).

3 RESULTS AND DISCUSSION

In the research process carried out on students in class X-ASKEP (Nursing Assistant) at SMK Islam Aulia Cikarang, the researcher conducted pre-cycle research using the lecture method, followed by the first cycle, second cycle, and the third cycle using the problem-based learning method. This research was conducted to see the difference in learning outcomes between the two methods.

3.1 research analysis

Here, the researcher attaches the results of the research to the students of class X-ASKEP (Nursing Assistant) at SMK Islam Aulia Cikarang which the researchers summarized in table 1, table 2, and diagram 1 of the increase in research results.

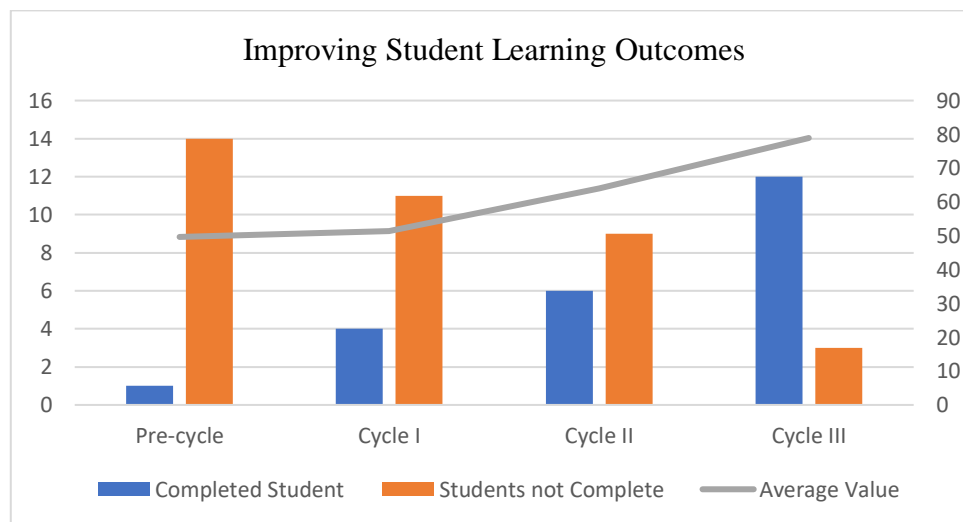


Diagram 1. Research Recapitulation of Student Learning Outcomes

3.1.1. Classroom Action Research Test Results

In this classroom action research, the researcher uses test questions to get grades.

Table 1. Recapitulation of student development in pre-cycle, cycle I, II, and III

Criteria	Pre-cycle	Cycle I	Cycle II	Cycle III
total value	749	770	960	1184
Average Achievement	49,67	51,33	64,00	78,93
The number of studies completed	1	4	6	12
The number of students is not complete	14	11	9	3
Number of students completed (%)	7%	27%	40%	80%
Number of incomplete students (%)	93%	73%	60%	20%

Table 2. Improving Student Learning Outcomes in pre-cycle, cycle I, II, and III

study	Number of Respondents	Average	Enhancement	Decision
Pre-cycle	15	49,67	7%	Not Achieved
Cycle I	15	51,33	27%	Not Achieved
Cycle II	15	64,00	40%	Not Achieved
Cycle III	15	78,93	80%	Achieved

Based on the tables and diagrams above, it can be concluded that efforts to improve student learning outcomes on national integration material in the Bhinneka Tunggal Ika frame through problem-based learning methods can improve student learning outcomes in class X-Askep at SMK Islam Aulia Cikarang Selatan. These results are in line with research conducted by Romelan in classroom action research conducted at MA Matla'ul Anwar in class XI IPS with the number of students, namely 23 people with the final average score in his research, namely 84.56 with an increase of 86% (Romelan et al.,2020)

3.2 Discussion

The research uses the problem-based learning method in PPKN learning in discussing material about national integration in the Bhinneka Tunggal Ika frame in class X-Askep at SMK Islam Aulia Cikarang Selatan, researchers will convey the learning outcomes of students through this method based on the stages of research and data collection techniques from the results of interviews, observations and reflections of the research variables. These variables include the stages in the study of learning outcomes in the pre-cycle, cycle I, cycle II, and cycle III stages and the results of observations of teaching and learning activities in the implementation of problem-based learning methods. The discussion of the results of this study is facilitated by the results of the test scores to achieve the KKM target in PPKN subjects at Islamic Vocational School Aulia Cikarang Selatan in class X-Askep with a KKM value of 70 with a target of students who complete 70% of the total number of students.

In analyzing the achievement of students in learning outcomes in the problem-based learning method, several stages can be carried out to improve student learning outcomes in the achievement targets of the KKM assessment applied by the agency.

In the first stage, namely the pre-cycle, the learning outcomes of students are given treatment with the lecture method, in this teaching and learning activity students are seen to be passive in learning and tend to pay less attention to researchers as teachers in PPKN subjects. When in the question-and-answer session, students look embarrassed to express their opinions and do not understand the contents of the discussion. (See table 1. The achievement of students' scores on the learning outcomes test in the pre-cycle).

In this first stage the researcher can conclude that the application of the lecture method makes the responsiveness of students in learning decrease because of the long delivery in teaching and learning activities, then the researchers prepare for the application of the method in the second stage, namely cycle I.

In the second stage, namely cycle I, the researcher applied the problem-based learning method by providing material on national integration within the framework of Bhinneka Tunggal Ika and providing an example of a problem to be discussed with the discussion group. At this meeting, the researcher divided the 15 students into 2 groups to discuss the problems that the researchers gave to find solutions and present them. In the condition of teaching and learning activities at this meeting, it was seen that only a few students could play an active role in the discussion and the rest of the students were still passive in interacting in the discussion group. (see table 1. The achievement of student's scores on the learning outcomes test in cycle I) In this second stage, the researcher tries to explain the process of the problem-based learning method by providing examples of problems and solutions and urges students to be more interactive in group discussions. Next, the researcher prepared several topics of discussion in the material of national integration within the framework of Bhinneka Tunggal Ika and chose the main issues to be discussed in group discussions in the second cycle by dividing 15 students into three discussion groups.

In the third stage, namely the second cycle, the researcher applied the same method as in the first cycle with the division of groups with fewer members in each group for interactive fishing in group discussions. At this meeting, it was seen that students who dominated the discussion began to give ideas for solving problems and it was seen that students began to understand the material presented by the researcher by synergizing the results of each group's presentation on national integration material in the Bhinneka

Tunggal Ika frame. (See table 1. Achievement of student scores on the learning outcomes test in cycle II) In this third meeting, it can be seen an increase in learning motivation in students, it's just that only some of the students can understand the learning process and the material that the researcher conveys. In the fourth meeting, namely, cycle III, the researcher applied the problem-based learning method by delivering material on national integration within the framework of Bhinneka Tunggal Ika and providing the main discussion topics as in the previous cycle with different problems. Researchers divided groups of 15 students into 5 discussion groups to be able to see the development of intellectual intelligence and interactions in group discussions. In the process of teaching and learning activities at the fourth meeting, the researcher saw that the students were more interactive and enthusiastic in the discussion process because the students had a better understanding of the materials and learning methods that the researchers applied (see table 1. The achievement of student's scores on the learning outcomes test in cycle III).

Thus the results of observations on the application of the problem-based learning method in the first stage or pre-cycle up to cycle III. Based on the results of observations or observations, the implementation of the application of methods and documentation of improving student learning outcomes can increase significantly from the results of the first cycle to the third cycle, the researcher can conclude that the application of the problem-based learning method can produce student learning development according to expectations and KKM in the eyes Civics lessons in class X-Askep at Islamic Vocational School Aulia Cikarang Selatan.

In the documentation of this study, evidence will be presented of research that has been carried out in class X-Askep at SMK Islam Aulia, South Cikarang. The following is the picture evidence in the study.



Figure 1. Researchers conduct interviews with PPKN teachers at Islamic Vocational School Aulia Cikarang

The picture above is one of the documentation when researchers conducted interviews with PPKN teachers at Aulia Islamic Vocational School in south Cikarang as an act of observation before and after conducting the research process, to obtain information and suggestions for conducting the research process for students.



Figure 2. The researcher conducts an interview session with one of the students.

In the picture above, the researcher conducts an interview session with students to get information about the obstacles and developments that occur to students after researching the results of PPKN learning with the problem-based learning method, in the statements of students they feel very enthusiastic about teaching and learning activities in the classroom. with that method.



Figure 3. Researchers conducting a Classroom Action Research Process using Google Meet Media.

In the picture above, the researcher carried out the research process using google meet media to apply the problem-based learning method which was implemented in the Action Research Cycles I, II, and III to students in class X-Askep at SMK Islam Aulia Cikarang Selatan.



Figure 4. Researchers are observing the process of group discussions to solve problems

In the picture above, the researcher observes the discussion process in each group of students to see the activity and interaction in the discussion to solve problems related to national integration material in the Bhinneka Tunggal Ika frame, by assessing the extent to which students understand the material.



Figure 5. Here is the Google Breakout software to break the Google Meet Link.

Google Breakout is a software as medium to share the Google Meet link used by researchers as a technique to divide students in the process of teaching and learning activities to separate each discussion group so that the interaction process of each group can run well.

4 CONCLUSION

Based on the results of learning about Problem Based Learning (PBL) learning methods to improve learning outcomes in the material "Efforts to Improve Student Learning Outcomes in National Integration Materials in the Unity in Diversity Frame through Problem Based Learning (PBL) Methods" at Islamic Vocational School Aulia Cikarang Selatan, it can be concluded that the learning outcomes of students on the material of National Integration in the Unity in Diversity Frame have increased by 80% of students who have met the KKM score, for 15 students, and are able to generate new ideas for answers to questions and students' skills in socializing, discussing and solving problems can be improved. Because in learning the Problem Based Learning (PBL) learning method students can practice, imagine, have self-confidence, and independence and accept each other's input by implementing directly with the learning experience.

Students are able to provide better learning outcomes than previous results by applying the Problem Based Learning (PBL) learning method. The use of this method is more effective because students with high and low initial abilities can help each other to contribute development scores for the group. In addition, the Problem Based Learning (PBL) learning method is easy to obtain in the teaching and learning process so that students can improve their learning outcomes.

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