Improving Learning Outcomes and Motivation Theme VI Sub Theme 2 Using the Problem-Based Learning Learning Model for Grade IV Students at SD Negeri Banjarsari Samigaluh 2021/2022 Academic Year

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ABSTRACT: This study aims to improve student learning outcomes and motivation by using the problem-based learning (PBL) model in theme VI, sub-theme 2 class IV of SD Negeri Banjarsari Samigaluh for the 2021/2022 academic year. This type of research is Classroom Action Research which was carried out for 2 cycles, each cycle consisting of 2 meetings. The subjects in this study were fourth-grade students at SD Negeri Banjarsari Samigaluh, totaling 8 students consisting of 6 boys and 2 girls. Data collection techniques in this study used observation and then the data were analyzed descriptively and presented in tabular form. The results obtained in this study showed a significant increase in student learning outcomes, wherein the first cycle students who met the Minimum Completeness Criteria obtained an average score of 4.5 with a percentage of 56.25% while in the second cycle of the participants students who meet the Minimum Completeness Criteria obtain a score of 7.5 with a percentage of 93.75%. In cycle I to cycle II it is known that the learning outcomes of students have increased by 36.50%. As for the observational data on students' learning motivation objects also showed a significant increase, where in cycle I an average value was obtained of 3.6 with a percentage of 71.19% and in cycle II an average value was obtained of 4.3 with a percentage of 85.20%. This shows that from cycle I to cycle II, students' learning motivation increased by 14.01%. Therefore, it can be concluded that the application of the problem-based learning (PBL) learning model to theme VI, sub-theme 2 can improve the learning outcomes and motivation of fourth-grade students at SD Negeri Banjarsari Samigaluh in the 2021/2022 academic year.

Keywords: Learning Outcomes, Learning Motivation, Problem-Based Learning (PBL)

INTRODUCTION

Education has an important role in preparing quality Human Resources (HR) so that they are able to compete in the mastery and development of science and technology. This potential can be achieved if education is able to give birth to the next generation who are strong and succeed in cultivating the ability to think logically, critically, creatively, take initiative, and be adaptive to the development of science and technology [1]. One of the alternative solutions in giving birth to a quality future generation, is the state to implement several policies by making the curriculum a reference in the implementation of educational activities in schools [2]. The curriculum used in various educational institutions in Indonesia is the 2013 curriculum.

The birth of the 2013 curriculum aims to improve the quality of Teaching and Learning Activities so that it cannot be separated from the nature of the actual learning process, where the learning process is one of the elements of the standard process that has changed in order to achieve learning objectives by creating an active and interesting learning environment [3].

SD Negeri Banjarsari Samigaluh is one of the educational institutions that implemented the 2013 curriculum. Based on the results of observations that researchers conducted on thematic learning theme VI, sub-theme 2 in class IV of SD Negeri Banjarsari, it shows that there are still many students who experience learning difficulties so that they get learning outcomes under the Minimum

Completeness Criteria. with the applied Minimum Completeness Criteria score of 70. Of the 8 students only 3 students scored above the Minimum Completeness Criteria, while 5 others scored below the Minimum Completeness Criteria. Another problem that arises at SD Negeri Banjarsari Samigaluh is the low learning motivation of students which is one of the reasons why fourth-grade students at SD Negeri Banjarsari Samigalu get low learning outcomes. This is supported by Arsyil Waritsman [4] who states that learning motivation has a positive relationship with student learning outcomes, if student learning motivation is high, student learning outcomes are also high, and vice versa. Another cause of the low learning outcomes of students is also due to the application of the learning model applied by the teacher which is less attractive to students, is monotonous, and does not involve students to be active during the teaching and learning process.

Motivation to learn is an encouragement that is owned by each individual who can create behavior in maintaining, providing energy, and a certain direction in achieving goals [5]. Learning achievement is overall skills as one evidence of changes in behavior from the learning outcomes that are carried out where the results will be expressed in the form of values [6].

One alternative solution in dealing with the phenomena that occur in SD Negeri Banjarsari Samigaluh is to apply the right learning model. This is in line with Arianti's statement [7] who argues that the learning model is an alternative solution in creating an active learning environment. This active learning environment can increase student achievement and motivation [8]. One learning model that is suitable to be applied is the Problem-Based Learning (PBL) model. Hatata [9] explained in his journal that the Problem-Based Learning (PBL) model can increase learning motivation and student achievement.

The Problem-Based Learning learning model, also known as the PBL learning model, is a learning model that aims to stimulate students to learn through real problems that can be related to the knowledge they have learned [10]. In addition, this PBL learning model is a learning model that emphasizes problem-solving activities in a student-centered learning process [11].

Based on the description above, the researchers took the initiative to conduct research aimed at increasing learning motivation and learning achievement of fourth-grade students at SD Negeri Banjarsari Samigaluh for the 2021/2022 academic year in subject matter VI, sub-theme 2, using the Problem-Based Learning (PBL) learning model.

RESEARCH METHODS

This type of research is a type of Classroom Action Research. This research was conducted from January to March 2022. The subjects of this study were fifth-grade students at SD Negeri Banjarsari Samigaluh for the 2021/2022 academic year, with a total of 8 students consisting of 6 boys and 2 girls. Data collection techniques in this study used observation techniques, in which data were analyzed descriptively and presented in tabular form.

The research design used in this classroom action research is in the form of a cycle, where each cycle can consist of one or more meetings. At the end of the meeting, it is hoped that an increase in student learning outcomes and motivation can be achieved.

Quantitative data analysis techniques are carried out to determine the success of students in the process of learning mathematics. Tests are used to measure basic abilities and student achievement or learning achievements. This test is done by students individually after studying the material. Researchers will see the average results of Cycle I and Cycle II. Researchers will calculate the average test results. After that, the minimum score and maximum score data are obtained. From the minimum and maximum score data, researchers can determine the level of success of students. Quantitative data is obtained from calculating students' test results and is used to measure students' cognitive levels, namely analyzing data in the form of tests.

Qualitative data analysis techniques were carried out to determine teacher activity. Researchers analyzed each aspect and then averaged the percentage between meetings 1 and 2 in each cycle then compared between cycle I and cycle II, was there an increase in the effectiveness of corrective actions taken by the teacher by applying the Problem-Based Learning (PBL) model with collaborative skills in learning Thematic Theme VII Sub-theme 2.

RESULTS AND DISCUSSION

Based on the results of research conducted for 2 cycles of 4 meetings, data was obtained that the learning achievement of students had increased. This can be known based on the results of observations for 2 cycles on the application of the Problem-Based Learning (PBL) model in thematic subjects, theme VI, sub-theme 2, which can be seen in Table 1.

Based on Table 1 shows that in cycle I the average number of students who met the Minimum Completeness Criteria score was 4.5 with a percentage of 56.25%. While in cycle II students who met the Minimum Completeness Criteria score were 7.5 with a percentage of 93.75%. This shows that the increase in student learning outcomes in cycle I to cycle II is 37.50%, which means that the application of the Problem-Based Learning (PBL) learning model can improve the learning achievement of fourth-grade students at SD Negeri Banjarsari Samigaluh in theme VI subject sub-theme 2.

TABLE 1. The Average Number of Student Learning Achievements

No.	Value Intervals	Cycle I		Cycle II	
		Total Average Score of Students	Total Grade Average (%)	Total Average Score of Students	Total Grade Average (%)
1	90-100	0.5	6.25	2	25
2	80-89	2	25	2.5	31.25
3	70-79	2	25	3	37.5
4	60-69	3	37.5	0.5	6.25
5	**<60**	**0.5**	**6.25**	**0**	**0**
	Jumlah	**8**	**100**	**8**	**100**

The results of the data on students' learning motivation in subject VI, sub-theme 2 using the Problem-Based Learning (PBL) learning model also experienced a significant increase. This can be known by researchers based on the results of observations of 5 aspects of learning motivation which are explained in more detail in Table 2.

TABLE 2. Observation Results of Student Learning Motivation

No.	Aspect	Cycle I		Cycle II	
		Average score	(%)	Average score	(%)
1	Perseverance in learning	4.2	83.31	4.5	89.25
2	Tenacious in the Face of adversity	3.5	70.97	4.2	83.97
3	Interest and attention in learning	3.7	73.67	4.3	85.50
4	Achievement in learning	3.2	62.75	4.1	81.50
5	Independent in Learning	3.3	66.25	4.3	85.75
	Average	**3.6**	**71.19**	**4.3**	**85.20**

Based on Table 2 shows that the observation results of students' learning motivation in cycle I obtained an average value of 3.6 with a percentage of 71.19%. While the results of collaborative observations of cycle II students obtained an average value of 4.3 with a percentage of 85.20%. This shows that the collaborative increase of students in cycle I to cycle II is 14.01%, which means that the application of the Problem-Based Learning (PBL) model can increase the learning motivation of fourth-grade students at SD Negeri Banjarsari Samigaluh in theme VI subject, sub-theme. 2.

As for the results of observations on improving the quality of learning practices in cycle I to cycle II through the discovery learning model in subject VI, sub-theme 2 conducted by colleagues with 10 assessment aspects described in Table 3.

The results showed that the teacher's ability to carry out the process of improving the quality of learning practices in theme VI, sub-theme 2 through the Problem-Based Learning (PBL) model in cycle I obtained an average score of 3.20 with a percentage of 73.39%, while in cycle II obtained an average value of 4.14 with a percentage of 82.87%. Based on the results of this study, it shows that the application of the Problem-Based Learning (PBL) model in subject VI, sub-theme 2, it can improve the teacher's ability to carry out Teaching and Learning Activities.

Based on the results of research on the application of the discovery learning model to subject VI, sub-theme 2 in class IV students at SD Negeri Banjarsari Samigaluh it is proven that it can create learning that is interesting, fun, provides convenience, and has many benefits for them. The Problem-Based Learning (PBL) model involves teachers (researchers) in various important activities that help students to relate learning material to the real life they face. The material being studied is the subject matter in Theme VI with Sub-Theme 2 which will be related to their daily experiences, resulting in a big influence on learning. The Problem-Based Learning (PBL) learning model can foster student cooperation, where students give and receive each other to solve a problem. In the classroom, students are divided into several small study groups that allow students to work together or apply learning. Using

the Problem-Based Learning (PBL) model, teachers can guide students and direct students to find every material they learn.

TABLE 3. Results of the Teaching and Learning Activities Assessment

No.	Aspect	Cycle I		Cycle II	
		Average score	(%)	Average score	(%)
1.	Apperception and motivation	4.30	86.00	4.50	90.00
2.	Submission of competencies and activity/learning plans	4.00	80.00	4.50	90.00
3.	Mastery of learning materials	3.65	72.50	4.15	82.50
4.	Application of educational learning strategies	3.50	70.00	4.05	81,11
5.	Implementation of Problem-Based Learning (PBL) Models	3.10	62.00	4.00	80.00
6.	Utilization of learning resources/media in learning	3.50	70.00	4.00	80.00
7.	Implementation of Authentic Assessment	3.60	71.67	3.94	78.33
8.	Involvement of Learners in learning	3.70	74.00	4.00	80.00
9.	The use of correct and appropriate language in learning	3.75	75.00	4.25	85.00
10.	Closing learning	3.50	70.00	4.00	80.00
	Average	**3.70**	**73.39**	**4.14**	**82.87**

CONCLUSION

Based on the results of the research that has been done, it can be concluded that the application of the Problem-Based Learning (PBL) model in subject VI, sub-theme 2 can improve learning achievement and learning motivation of fourth-grade students at SD Negeri Banjarsari Samigaluh in the 2021/2022 academic year.

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