

# Improving Learning Outcomes Theme VII Sub Theme 1 Using the Problem-Based Learning Model for Fifth Grade Students at SD Negeri 2 Samigaluh, Kulon Progo Regency, Academic Year 2021/2022

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**ABSTRACT:** This research aims to improve student learning outcomes in thematic subjects, theme VII, sub-theme 1, class V, SD Negeri 2 Samigaluh for the 2021/2022 academic year through applying the problem-based learning model. This type of research is Classroom Action Research conducted for two cycles, each consisting of 2 meetings. The subjects in this study were 13 students in class V SD Negeri 2 Samigaluh, Kulon Progo Regency. Data collection techniques in this study through observation. The research results show an increase in student learning outcomes, wherein the first cycle was 10.5 with an average percentage reaching 80.77%. Whereas in cycle II, the number of students who met the Minimum Completeness Criteria reached 13 with a percentage of 100%. When compared with the acquisition of the first cycle with the second cycle there is an increase of 19.23%. The results of the research data, show that there has been a significant increase so the researchers determined that the problem-based learning model can improve student learning outcomes. The application of the Problem-Based Learning model in theme VII sub-theme 1 subjects can improve teachers' abilities in carrying out Teaching and Learning Activities.

**Keywords:** Learning Outcomes, Problem-Based Learning, Minimum Completeness Criteria, Learning Outcomes, cycle

## INTRODUCTION

Learning is a process of interaction between teachers and students that is carried out directly through the process of teaching and learning activities at school or indirectly by using learning media [1]. Learning is also a planned form that aims to achieve educational goals, where the educational goals are changes in student behavior that are planned in teaching and learning activities. Learning outcomes are an example of educational goals obtained based on teaching and learning activities [2]. In essence, learning outcomes are a change in the behavior of each individual as a result of the learning process. The learning outcomes obtained by each individual can provide information regarding the individual's ability to learn the learning material explained by the teacher [3].

Based on the results of the observations that the researchers made at SD Negeri 2 Samigaluh, Kulon Progo Regency, the researchers knew that the learning activities that took place were still teacher-centered, namely teachers using conventional methods. This causes students to get bored quickly and not pay attention to the teacher's explanations carefully. In addition, the phenomenon that researchers can find out is that when question and answer activities students are less active in responding to questions from the teacher because students do not understand the material that has been explained by the teacher. These phenomena are the cause of low student learning outcomes at SD Negeri 2 Samigaluh, Kulon Progo Regency, especially in thematic subjects, theme VII, sub-theme 1.

With a thematic learning system in teaching and learning activities, education must be carried out well and actively, namely by implementing effective learning strategies and methods. One way to create effective learning is to use a learning model so that teaching and learning activities will run effectively and students will be more enthusiastic about learning and achieving maximum results [4]. One of the



learning models that can create effective learning in thematic learning is the Problem-Based Learning model [5].

The Problem-Based Learning model is a learning model that involves students actively in learning activities [6]. Sutrisna and Petri [7] also explained in their journal that the Problem-Based Learning model is a learning model where students will work in small groups and collaborate in solving a problem. The Problem-Based Learning model is also a learning model that is student-centered and makes the teacher a facilitator who facilitates students in combining the understanding, knowledge, and skills that students have to find effective solutions [8]. Sockalingam and Schmidt [9] explained that the Problem-Based Learning model has 3 stages, namely: 1) students discuss and analyze problems in groups, 2) students use unresolved issues and topics as guidelines in independent learning activities, 3) Students gather again in groups and collect the information obtained.

Based on the description above, the researcher initiated to conduct research aimed at improving the learning outcomes of class V students at SD Negeri 2 Samigaluh for the 2021/2022 academic year in thematic subjects theme VII sub-theme 1 using the Problem-Based Learning model.

## RESEARCH METHODS

This type of research is Classroom Action Research which is carried out over 2 cycles with each cycle consisting of 2 meetings. This research was carried out from January to March 2022. The subjects in this research were class V students at SD Negeri 2 Samigaluh for the 2021/2022 academic year, totaling 13 students consisting of 7 boys and 6 girls. The data collection technique in this research uses observation, where later the research data will be analyzed descriptively and presented in tabular form. The research design is presented in Figure 1.

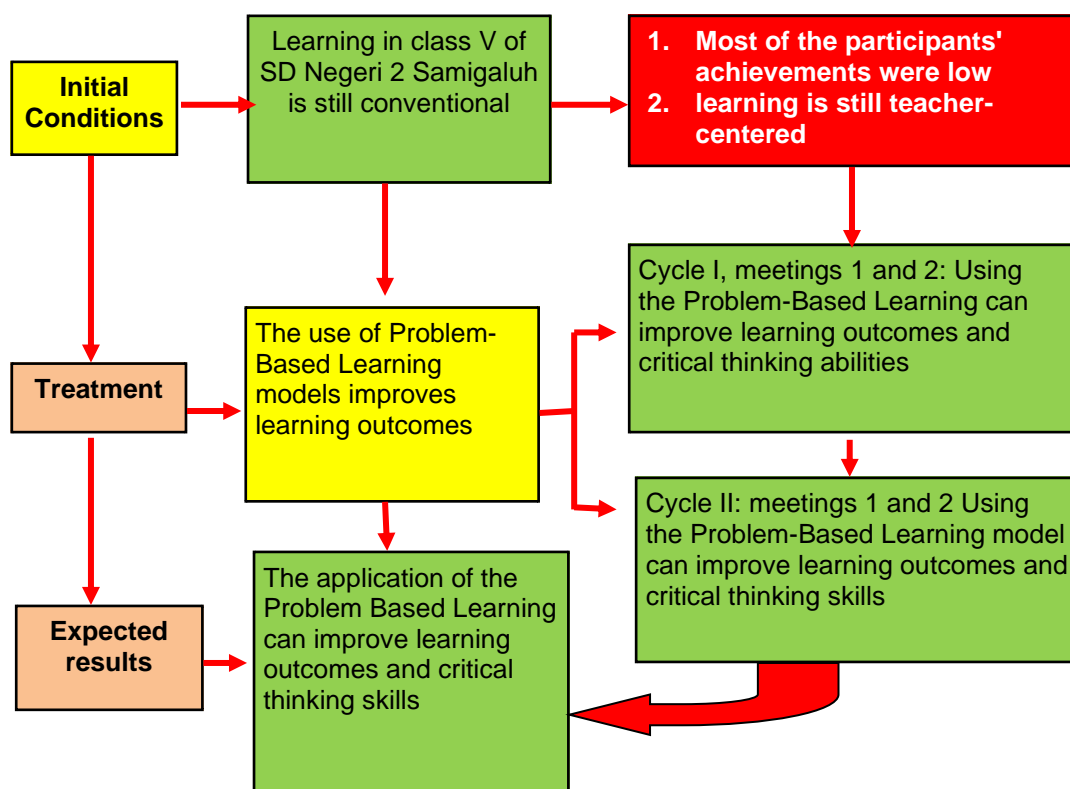


FIGURE 1. Research design

## RESULTS AND DISCUSSION

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

Based on Table 1 shows that student learning outcomes in thematic learning material for Theme VII sub-theme 1 have increased, where the average score of students who meet the Minimum Completeness Criteria in cycle I is 10.5 with an average percentage of 80.77%. Whereas in cycle II, the

number of students who met the Minimum Completeness Criteria reached 13 with a percentage of 100%. When compared with the acquisition of the first cycle with the second cycle there is an increase of 19.23%. The results of the research data indicate that there is a significant increase so researchers determine that the problem-based learning model can improve student learning outcomes.

**TABLE 1.** Average Number of Student Learning Outcomes

No.	Value Intervals	Cycle I		Cycle II	
		Average Number of Students	Average Number Percent (%)	Average Number of Students	Average Number Percent (%)
1	90-100	0.5	3.85	2.5	19.23
2	80-89	2	15.38	4.5	34.62
3	70-79	4.5	34.62	5	38.46
4	60-69	3.5	26.92	1	7.69
5	50-59	2.5	19.23	0	0
6	< 50	0	0	0	0
<b>Total</b>		<b>13</b>	<b>100</b>	<b>13</b>	<b>100</b>

Based on the results of research on the application of the Problem-Based Learning model to subject matter VII, sub-theme 1 in class V students at SD Negeri 2 Samigaluh, Kulon Progo Regency, it is proven to be able to create learning that is interesting, fun, provides convenience and has many benefits for them. The Problem-Based Learning model involves teachers in a variety of important activities that help students relate learning material to the real life they face. The material being studied is material from Theme VII with Sub-Theme 1 which will be related to their daily experiences, resulting in a big influence on learning. The Problem-Based 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 model, teachers can guide students and direct students to find every material they learn.

**TABLE 2.** Research Results in teaching and learning activities in the classroom

No	Aspect	Cycle I		Cycle 2	
		Average Score	Percent (%)	Average Score	Percent (%)
1.	Manage study rooms and facilities	3.00	75.00	3.75	93.75
2.	Carry out learning improvement activities	3.00	75.00	3.33	83.33
3.	Manage class interaction	3.20	80.00	3.40	85.00
4.	Be open and flexible and help develop students' positive attitudes towards learning	3.40	85.00	3.60	90.00
5.	Demonstrating special abilities in improving Learning Theme VII Sub-themes of Class V SD Negeri 2 with the Problem-Based Learning model.	3.00	75.00	3.40	85.00
6.	Carry out an assessment of the process and learning outcomes	3.00	75.00	3.25	81.25
7.	General impression of the learning implementation	2.88	71.88	3.25	81.25
<b>Average</b>		<b>3.07</b>	<b>76.70</b>	<b>3.43</b>	<b>85.65</b>

The results of observations on improving the quality of learning practices in cycles I and II through the problem-based learning model in thematic learning of the material Theme VII Sub-theme obtained data on the ability of researchers after being observed by collaborating colleagues based on Table 2.

The results showed that the teacher's ability to carry out the process of improving the quality of learning practices on theme VII sub-theme 1 through the Problem-Based learning model in cycle I obtained an average value of 3.0 with a percentage of 76.70%, while in cycle II the average value was obtained average value of 3.43 with a percentage of 85.65%. Based on the results of this study, it shows that through the application of the Problem-Based learning model in subject matter VII, sub-theme 1, it can improve the ability of teachers to carry out teaching and learning activities.

## CONCLUSION

Based on the results of the research that has been done, it can be concluded that the application of the Problem-Based learning model to thematic subjects, theme VII, sub-theme 1 can improve the learning outcomes of class V students at SD Negeri 2 Samigaluh, Kulon Progo Regency, for the 2021/2022 academic year..

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