



**IMPLEMENTATION OF THE PROBLEM-BASED LEARNING (PBL)
MODEL TO IMPROVE THE FIFTH-GRADE ELEMENTARY STUDENTS'
INTEGRATED THEMATIC LEARNING OUTCOMES**

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**PENERAPAN MODEL PEMBELAJARAN BERBASIS MASALAH (PBL) UNTUK
MENINGKATKAN BELAJAR SISWA HASIL PEMBELAJARAN TEMATIK
TERPADU DI KELAS V SD**

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ABSTRACT

Abstract: This paper reports students' learning outcomes by applying the Problem-Based Learning (PBL) model in class V at SDN 11 Kuroa Pagang Padang in thematic learning. The research is CAR (Classroom Action Research) by applying qualitative and quantitative approaches. In order to obtain the expected learning outcomes by implementing the PBL model, four activities are applied, namely planning, implementing, observing, and reflecting. In Cycle I, the result indicates a percentage value of 81.25% and increased to 97.5% in Cycle II. In the implementation aspect, the learning outcome in Cycle I was 80.35 and increased to 96.42% in Cycle II. In another aspect, learning outcomes indicate an average score of 77.25 in Cycle I and increased to 87 in Cycle II. Therefore, it can be concluded that the model, Problem-based Learning model (PBL), can produce an increase in the acquisition of students' learning outcomes.

Keywords: *students' learning outcomes, integrated thematic learning, problem-based learning (PBL)*

Abstrak: Artikel ini melaporkan hasil belajar peserta didik dengan menerapkan model pembelajaran berbasis masalah (PBL) di kelas V SDN 11 Kuroa Pagang Kota Padang dalam pembelajaran tematik. Penelitian yang diterapkan adalah PTK (penelitian tindakan kelas) dengan menerapkan pendekatan kualitatif dan kuantitatif. Agar memperoleh hasil belajar yang diharapkan dengan melakukan penerapan pada model PBL, maka dilakukan 4 kegiatan, yaitu merencanakan, melaksanakan, mengamati, dan merefleksikan. Di siklus I, hasil menunjukkan nilai 81,25% dan siklus kedua berhasil meningkat mencapai 97,5%. Pada aspek pelaksanaan, pencapaian hasil belajar siklus I menjadi 80,35 dan pada siklus II meningkat menjadi 96,42%. Pada aspek lain, pencapaian hasil belajar menunjukkan perolehan rata-rata 77,25 di siklus I lalu meningkat menjadi 87 pada siklus II. Maka, diperoleh kesimpulan bahwa model yang diterapkan, yaitu model pembelajaran berbasis masalah (PBL), dapat meningkat pada pemerolehan hasil belajar.

Kata Kunci: *hasil belajar siswa, pembelajaran tematik terpadu, pembelajaran berbasis masalah (PBL)*

CITATION

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INTRODUCTION

The education process is a process that has the most important role in realizing a golden Indonesia. In its implementation, the educational process is carried out in the role between educators and students as executors in the implementation of learning to play the main role. This is to develop her potential and train Nurbaeti's skills and positive attitude (Zuriati & Astimar, 2020). The learning process gives students the opportunity to actively develop their potential so that learning objectives can be achieved which include aspects of attitudes, knowledge, and skills. To achieve maximum learning outcomes from the three aspects, the learning process must be carried out as optimally as possible.

Education in Indonesia is currently implemented according to the 2013 curriculum and in basic education learning is carried out thematically. Integrated thematic is learning whose learning content is integrated and allows students to discover learning concepts Rusman (Yuni & Lena, 2021). The integrated thematic has a goal so that students are able to develop their potential more in accordance with the principle of student center (student centered) Majid (in Sari & Lenna, 2020).

Ideally a learning that is able to bring out the creativity of children and the teacher has a role that supports this process. In learning, the teacher must be able to become a facilitator and design learning as effectively as possible so that ideal learning is realized. Learning when the process is able to encourage students to be active, consider learning fun and contextual and learning objectives can be achieved as shown by learning outcomes (Tarigan et al., 2021). In addition, successful learning is described by Maharani & Hardini in Amris & Desyandri (2021) also influenced by the application of methods and models applied in appropriate planning, sufficient learning information and active students in honing their skills in the implementation of learning. The ideal learning will be shown by the learning

outcomes. Successful competence will be demonstrated by achieving satisfactory learning outcomes (Fandary & Lena, 2022).

Achievement of ideal learning is realized by applying innovative models to activate the main role of students. The learning model is a form of learning planning which includes a series of learning activities to the use of other learning tools (Maisarah & Lena, 2021). However, in reality the ideal learning process and the application of innovative learning models in schools are still not optimal.

Based on the findings of researchers in observation and interview activities at the research site, namely Class V of SDN 11 Kurao Pagang Padang City on September 14-17 2022 a problem was found in terms of several aspects. In the lesson plan aspect, a problem was found that the lesson plan had not yet implemented an innovative learning model so that the activity phase focused on the theme book. In the spec of implementation of learning found problems such as the teacher has not introduced real problems to students, lack of question and answer activities, teacher-centered learning, the application of learning models is not optimal, and the teacher guides individually or in groups so that students are less independent. This problem has an impact on the conditions indicated by the lack of students who have completed grades, namely out of 23 students, only 8 students in class V have completed.

To overcome these problems, it is necessary to apply learning with activities in accordance with innovative models that are appropriate and synchronous when applied to students. One of them is models PBL (*Problem Based Learning*). PBL is a model that focuses discussion on contextual problems and requires students to maximize problem solver abilities (problem solving) from the problems they encounter. is a model focus discussion on contextual problems and requires students to maximize problem solver abilities (problem

solving) from the problems presented (Yuni & Lena, 2021). Rutiah (2017) in Saputra & Lena (2022) explain that model. PBL is a learning model that encourages students to actively learn and think and investigate various problems related to everyday life. In addition, described by (May Lena et al., 2019) “ *PBL basically emphasizes the importance of building student’s own knowledge through active involvement in the learning process*”. Therefore, it can be concluded that the problem-based learning model (PBL) is a model that focuses on facts which are problems in the life around children as a focus of learning to stimulate problem solver abilities and students' creativity.

The steps of the PBL model consist of; 1) Orient problems to students, 2) organize learning, 3) provide guidance in the learning process, especially when conducting investigations, 4) develop the work and then present it, 5) perform analysis and evaluation of the work (Fathurrahman, 2022). From this syntax, the PBL model has the advantage of increasing the motivation and independence of students, students are able to give views or opinions on something and then are able to receive responses and suggestions from others, build intense student interaction and develop students' creative abilities because each step of the model encourages student activity Neli et al in Amra & Lena (2022). Another advantage of this model is that it can encourage students to be active so that they participate in learning and work together with group members responsibly so that each student gains a meaningful and meaningful experience discover concepts with independent (Sumantri, in Romadia & Eliasni, 2022). In addition, the PBL model is a model that makes active thinking in every learning activity so that the material understood is implemented and related to solving problems related to daily activities (Muhson, in, Rahma & Eliasni, 2022). Based on this elaboration, it is understood that PBL is a model that orients students into contextual problems and solves

these problems by working together based on the material being studied.

Learning outcomes experience an increase when the PBL learning model is implemented as shown in the results of research by Sari & Lena (2020) that there is an increase in the results of the assessment from the RPP aspect, namely in the first cycle a value of 75% was obtained and the second cycle was 93.74%. From the aspect of teachers and students that the first cycle increased so as to obtain 78.57%, the second cycle obtained 92.85%. Another research conducted by Saputra & Lena (2022) which shows that the learning outcomes of the studied students increased where the initial average was 79.94 increased to 90.05 in the second period (cycle II).

The description that has been presented is the basis for researchers carrying out research that aims to analyze and describe the increase in learning outcomes of students in class V SDN 11 Kurao Pagang by carrying out integrated thematic learning that applies the PBL (*Problem Based Learning*) model.

METHOD

Researchers plan and carry out PTK research in class V SDN 11 Kurao Pagang, Padang City. Researchers chose this SDN as a research location because of several considerations, namely: a) Researchers have observed schools and the curriculum applied is the 2013 curriculum; b) party disclosure schools to carry out classroom action research; c) schools are willing to support the implementation of research including providing the necessary data.

Class V students at SDN 11 Kurao Pagang Padang City were the subjects in this study, totaling 23 people and consisting of 12 female students and 11 students. To carry out research, in this case the role of research implementers is divided into two, namely the role of practitioners carried out by researchers and the role of observers carried out by class V teachers at SDN 11 Kurao Pagang.

The time for this research is to coincide with the 2022/2023 academic year, to be precise, at the beginning of the even semester and 2 cycles are carried out. In the first cycle the teacher conducted two PBM meetings and in cycle II the researcher held one meeting. Meeting 1 of the first cycle was held on January 4 2023 where the second meeting was held on Wednesday the 11th of January 2023. The researcher conducted cycle II on Thursday, January 19 2023. Each meeting was held with an allotted time of 4x35 minutes from 08.00 - 10.40 WIB.

The methodology that researchers apply is two approaches, namely quantitative and qualitative. The research implementation technique known as a qualitative approach produces descriptive data. (Sugiyono, 2017). Meanwhile, the quantitative approach explained by Adetya & Desyandri (2019) is a research approach that presents data in numerical form obtained from student achievements in the final evaluation. This type of research is PTK research (classroom action) whose implementation aims to make students' achievement in learning both in terms of results and changes in attitudes can be increased by applying innovative learning models or methods that match the characteristics of students so that they can overcome problems in learning carried out in the form of cycles/ cycles (Sar'iyah et al., 2021).

The research flow that researchers apply is the flow developed by Kemmis Mc Taggart (in Darmadi, 2014) which is in the form of cycles and each cycle has activity steps, namely planning, carrying out actions, observing processes, and reflecting. From the implementation of the research flow, research data were obtained which contained data in descriptive form (qualitative and numerical (quantitative)). Qualitative is data obtained from observer observations from lesson plans and learning carried out from aspects of activities in learning (teachers and students). Information Quantitative obtained from

students, namely the learning outcomes that come from activities related to the assessment of evaluation questions.

Sources of research data were taken from the PBL model process that was applied including lesson plans, the learning process, and students' results in learning. To retrieve data the researchers used techniques including: a) analyzing documents, b) observing, c) testing d) and non-testing through research instruments which included lesson plans and student and teacher evaluation sheets, learning evaluation sheets as well as test and non-test sheets. student test.

Obtaining data from the results of data collection on the implementation of the research was analyzed qualitatively and quantitatively. Qualitative data analysis is applied to process the results of research data in terms of the learning process which will be described by the stages of grouping data and drawing conclusions (Sugiyono, 2016). The data that is analyzed quantitatively is the learning outcomes of students (Rosyada & Zainil, 2020).

RESULTS AND DISCUSSION

Research whose process is carried out in the form of cycles is a characteristic of CAR research (class action). In the process, researchers carried out research in two cycles with 3 meetings. The implementation of research was carried out with researchers acting as practitioners and classroom teachers who were observers of the research process. The results of this study are detailed as follows:

Aspects of Learning Planning (RPP)

The design perspective in this study comes from the perspective/observation of the observer on research implementation and application The design perspective in this study comes from the perspective/observation observer on the implementation of research and the application of the PBL Model in the learning process. Where the research results are shown in the table presented below:

Table 1. Percentage of Aspects of RPP Cycle I and Cycle II

No	Aspect	Cycle I		Cycle II
		Meeting 1	Meeting2	Meeting 1
1	Total score	31	34	39
2	Percentage	77,5%	85%	97,5 %
3	Category	C	B	A

Table 1 shows that there is a comparison showing an increase in the quality of the aspects of the lesson plan (RPP) in the first and second cycles of applying the learning PBL model. In the first meeting the percentage of the RPP was at 75% with category C (Enough). In the first cycle of lesson plans, there are still deficiencies such as the arrangement of indicators that are not systematic and are not in accordance with the characteristics of students and the time allocation is not appropriate. In cycle II lesson plan obtain the percentage of 97.5% is in the

very good category (A) which indicates that the teacher has planned the RPP design very well and the design has implemented the PBL model completely.

Implementation Aspects of Learning (Teacher)

The teacher's actions during the implementation of learning as a process of action are observed by the class teacher who plays the role of observer. The results of the teacher's observations are presented as follows:

Table 2. Percentage of Teacher Performance Aspects Cycles I and II

No	Aspect	Cycle I		Cycle II
		Meeting 1	Meeting 2	Meeting 1
1	Total score	21	24	27
2	Percentage	75%	85,71 %	96,42 %
3	Category	C	B	A

The results of research on the aspect of the teacher in implementing problem-based learning processes that apply the problem-based learning (PBL) learning model show an increase in 3 aspects, especially the process of implementing learning. In cycle I, the percentage obtained was 80.3 which was categorized as quite good (A) with a score of 96.42% in cycle II. Although the aspect of teacher activity in the implementation of learning is quite sufficient well and in cycle I

problems are still found, namely the lack of direction to children in the learning process, especially when students present the results of group discussions.

Learning Activities (Students)

The activities of the children while carrying out the learning were observed by the class teacher who acted as an observer. Student activities as a result of their observations are shown in the following table:

Table 3. Percentage of Student Activity Aspects Cycle I and Cycle II

No	Aspect	Cycle I		Cycle II
		Meeting 1	Meeting 2	Meeting 1
1	Total score	21	24	27
2	Percentage	75%	85,71 %	96,42 %
3	Category	C	B	A

In student activities, research data were obtained from observations made by observers whose implementers were class teachers. In cycle I, the percentages obtained were 80.3 which were in the adequate category and 96.42% in the very good category (A) in cycle II which concluded that there was an increase. children who have not been active in the learning process and there are still students who ask questions after the LDK is discussed. convey their responses in apperception activities and discussions, especially when solving the problem being discussed. Because

of that then the application of the PBL model makes students active, especially when solving perspective problems for the development of research results.

Review of Learning Outcomes

The acquisition of students at SDN 11 Kurao Pagang Padang City class V is calculated based on the basic score and the acquisition of students in the learning evaluation in cycles I and 2 when implementing the PBL Model in the learning process is presented in table:

Table 4. Acquisition of Mastery Learning Outcomes of Students in Cycle I and Cycle II

Cycle	The number of students	Individual Completeness		Classical Mastery	
		Complete Student	Incomplete Students	Percentage	Category
Initial score	23	8	15	38%	D
I	23	17	6	74%	B
II	23	20	3	87%	A

The following table shows that students succeeded in obtaining higher learning outcomes compared to the results of the initial observations and cycle II actions. In the observation of student learning outcomes, it shows a percentage of 38% in the category of needing guidance. In cycle II it showed an increase of 87 percent with a very good category.

Learning or studies that combine some content/learning content is integrated thematic, becomes a unit with meaningful learning objectives that can be realized and learning objectives, namely students discover concepts independently. In this study, the theme 6 (Heat and its Transfer) is directed by placing issues relevant to learners as the center of learning and implementing a problem-based learning model that challenges students to solve these problems (Sari & Lenna, 2020). In this model, students collaborate with each other in study groups. Based on the research that the researchers carried out, the researchers concluded that PBL is a learning model that improves the thematic implementation process

and the achievement of student learning outcomes. Integrated thematic makes learning active and encourages students to play a full role in implementing learning (Reinita, 2019). In this case, the teacher only acts as a facilitator as much as possible (Parista & Lena, 2020). This has been achieved from research conducted both in terms of lesson plans and implementation of learning. The increase in the lesson plan aspect can be seen from the percentage of results from what was observed by the observer, namely the class V teacher. In cycle I, the lesson plan aspect obtained a score percent at meeting 1 is 77.5% and meeting 2 is 85%. After reflection, the RPP aspect obtained a higher score of 97.5% with a very good percentage. Then from the aspect of teacher and student activity it is also seen that the percentage of the results of the action has increased. In cycle I, meeting 1, aspects of teacher and student activity obtained a score of 75% and meeting 2 obtained a percentage of 85.71%. After reflection, the aspects of teachers and students in learning activities are up to 96.42% in the very good category. Based

on the research results, the researchers concluded that the PBL model was successfully implemented. The success of planning and implementing action activities influences the child's acquisition of learning outcomes. Where from the learning assessment activities it can be seen that learning outcomes have increased. There are 8 learners with a perfect score on pre-observation activities with a percentage of 38%. In the first round (cycle) activity, learning outcomes increased and the number that achieved a complete score increased to 17 people with a percentage of 74%. After completing the second stage of action, 20 students succeeded in obtaining a complete score of 87%.

The acquisition of student learning outcomes after carrying out learning evaluations and from the evaluation results from the RPP perspective and the implementation of problem-based learning (PBL) thus the researchers concluded that the application of the PBL model was able to make the class of SDN 11 Kurao Pagang Padang City achieve an increase in the acquisition of learning outcomes where aspects of the lesson plan, implementation, and learning outcomes can be improved by proving it with the results of research that is processed using the scientific method.

CONCLUSIONS AND RECOMMENDATIONS

Implementation of learning by applying the PBL model as PTK (classroom action research) takes place in class V SDN 11 Kurao Pagang Padang City shows success seen from the increase in students in terms of achievement of learning outcomes. At the beginning of learning notes what needs to be done is to maximize apperception activities and provide more emphasis on motivating students. This is very important to do considering that each student has different characteristics and characteristics in learning. So that the provision of intensive motivation and direction can maximize the application of

the PBL learning model. In addition, during the learning process the teacher presents ideas solving problems that have been obtained by students and providing opportunities for children to communicate the understanding they have obtained from the learning process. As well as students as the main role in learning continue to be guided in reflection activities and open understanding in making conclusions from material points to strengthen student acquisition both from attitudes positive, skills, and knowledge. The increase in children's learning outcomes shows that the results of implementing PBL need to be supported by follow-up efforts by the teacher as a facilitator to maximize children's success in learning and focus on each competency they want to achieve.

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