

Increasing Learning outcome of PGSD Students Using Problem-Based Learning Model in IPS Basic Concept Courses Era Pandemic Covid-19

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DOI: <https://doi.org/10.15294/edukasi.v17i1.39846>

Info Articles

History Article

Submitted 2023-02-03.

Revised 2023-03-12.

Accepted 2023-04-13.

Keywords:

Learning outcome, Based Learning Model, Concept Courses

Abstract

This study aims to improve student learning outcomes using the Problem Based Learning model. This study uses a collaborative classroom action research model of Kemmis and Mc Taggart. The research subjects were the second-semester students of Class A Universitas Sarjanawiyata Tamansiswa consisting of 44 people. Data collection uses interview, observation, test, and documentation techniques as supporting data. Quantitative data were analyzed using descriptive statistics by looking for the mean. Qualitative data were analyzed using qualitative descriptive. The learning process to improve student learning outcomes uses the Problem Based Learning model. The results of observations on the application of Problem Based Learning are able to improve problem-solving skills so that they affect cognitive learning outcomes for students of the Elementary School Teacher Education Study Program at the Bacheloriyata Tamansiswa University in the subject of social science basic concepts on social interaction, social institutions, and social structures and roles individual status in social life is increasing. In carrying out Problem Based Learning learning, it is necessary to have more mature planning so that each stage can be achieved properly. This is evidenced by the increase in learning outcomes which in the first cycle reached the classical percentage of 56.8% to 88.6% in the second cycle.

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p-ISSN 0852-0240

e-ISSN 2746-4016

INTRODUCTION

During the Covid-19 pandemic, lectures must continue to be carried out by way of study from home or learning from home by utilizing information and communication technology learning/ online learning. Learning during the COVID-19 pandemic is carried out online (remotely), online learning is learning through various media applications social media so that it requires teachers to do daily learning from home or study at home (Putri & Wardani, 2021). Online learning requires teachers to be able to clearly convey material that can achieve learning objectives (Mustikaningrum et al., 2020; Sadikin & Hamidah, 2020). This online learning activity is still carried out in the red zone and certain areas with the aim of breaking the Covid-19 chain in the environment schools and colleges (Putri & Suyadi, 2021).

Online learning is learning that utilizes the internet network so that students have breadth in learning. Students can interact through several applications such as classroom, video conference, telephone or live chat, zoom or Whatsapp group (Batubara & Batubara, 2020). Learning outcomes are abilities that are obtained by individuals after the learning process takes place, which can provide changes in behavior both in knowledge, understanding, attitudes and skills, the affective aspect is the attitude of students towards lessons and learning. If referring to the opinions expressed by experts, it can be concluded that learning outcomes are abilities possessed by both attitudes (affective), knowledge (cognitive), and skills (psychomotor) all of which are obtained through the teaching and learning process (van Alten et al., 2019; Ishofwan, et al., 2021).

The decline in student learning outcomes is clear evidence of student inactivity during lectures. Meanwhile, there are many rules from various LPTK to focus on the learning process for students (student-centered). The decline in learning outcomes was caused by the inaccuracy of the methods used by lecturers in learning activities, also rooted in the old paradigm which always used the lecture method without being interspersed with methods to solve problems for students. Given the importance of the teaching and learning process to guide students to achieve the desired learning objectives, learning is needed which means that students can interpret the learning to be more easily accepted and remembered. There are many ways or methods that can be done by lecturers to make learning meaningful.

The problem that occurs in this class is that there are still many students who do not understand the learning, or the material being taught during the learning process. Based on the results of observations that have been carried out in class A PGSD UST, it appears that that in the implementation of learning that is carried out online, it is centered on lecturers only. Learning materials and assignments are distributed through LMS media. Teacher explains learning materials through Gmeet video conferences. It appears in the Gmeet conference video, there is no response from the students who given, none of the students asked questions in the video conference. On learning, students accept problems from lecturers, but in solving problems answered by the teacher himself. There is a group formation to discuss learning. However, discussions cannot run interactively.

In addition, the learning methods used are lectures, questions and answers, and discussions. The learning steps have not shown the steps that lead to the approach. However, in the learning steps there are discussions even though in practice the discussion activities do not run actively between lecturers and students or students with their friends.

The social science basic concept course aims to provide students with the expertise of elementary school teacher education study programs to master social science concepts as a provision for teaching social studies studies in elementary schools. Social studies in education is a concept that develops knowledge, attitudes, and social skills in order to form and develop good citizens' personalities, has also become part of the discourse on the curriculum and education system in Indonesia, and is a social education program in the school education path (Surahman & Mukminan, 2017; Natsir et.al, 2020). One of the goals of social studies in elementary schools is to make students

understand social problems that exist in society. Meanwhile, social studies at the tertiary level is a selection of social science disciplines and humanities, and basic human activities are packaged scientifically and psychologically for educational purposes.

So far, social studies learning is considered boring and full of memorization for students, and less attractive, in the sense that students are less motivated in learning social studies. These problems require teachers to make innovative learning, the success of learning activities can not be separated from the role of the teacher, the teacher is a central role in learning activities. Teachers are expected to be able to choose appropriate learning methods, learning resources, materials and evaluation tools. While learning the basic concepts of social studies courses in the UST elementary school teacher education study program experienced problems, namely students were less interested in learning social science basic concepts courses, because the material for the social studies basic concepts in the Individual and Society material was too much material that had to be understood and considered abstract, so that many students are not able to understand the material which results in the learning outcomes of the basic social science concepts subject not in accordance with learning objectives, in the sense that student learning outcomes are still below average. One of the innovative learning that can be applied to overcome these problems is the application of problem-based learning. Problem Based Learning has the aim of developing critical thinking and problem solving skills and helping students to build their own knowledge. Learning Problem Based Learning is learning that orients students to authentic problems. The reason for using problem based learning is because it is able to challenge students in solving real problems that occur in life,

Learning Problem Based Learning in research refers to the following steps: a) Students clarify terms and concepts contained in the discussion; b) Determine the problem then make a list of phenomena or events to be explained; c) Analyzing the problem by doing brainstorming. In this stage, students are active to find as many various explanations as possible for the phenomenon or event. d) Students discuss with each other about the discussion. Furthermore, students can criticize each other's explanations given by other tutorial participants and provide a coherent description of the process according to which the student is the basis for the phenomenon or event; e) Formulating learning objectives in the context of independent learning; f) Fill in the gaps that exist in the knowledge possessed by students from the results of their self-study; g) Sharing findings in discussion groups and trying to integrate the knowledge that has been obtained in the discussion through a comprehensive explanation of the phenomenon or event (Arsika et al., 2019; Mukminin & Cahyani, 2017).

In this study, it is hoped that the application of learning using Problem Based Learning can improve learning outcomes for the basic concepts of social studies courses for the Primary School Teacher Education Study Program (PGSD) at UST. So that students have competencies according to the goals of higher education and can improve student learning outcomes in social studies basic concepts. Based on this background, there is a need for research to improve student learning outcomes with the title "Improving Student Learning Outcomes of PGSD Universitas Sarjanawiyata Tamansiswa Using Problem Based Learning Models in Social Science Basic Concepts Courses".

PBL is a learning approach that uses real-world problems as a context for students to learn about critical thinking and problem-solving skills, as well as to acquire essential knowledge and concepts from the subject matter. PBL is learning based on cognitive theory which includes constructivism learning theory. According to constructivism theory, thinking and problem-solving skills can be developed if students do it themselves, find, and transfer existing knowledge complexes (Phungsuk et al., 2017; Wyness & Dalton, 2018; Febrita & Harni, 2020; Arsika et al., 2019) explains that the Problem Based Learning learning model in research refers to the following steps: a) Students clarify terms and concepts contained in the discussion; b) Determine the problem then make a list of phenomena or events to be explained; c) Analyzing the problem by doing brainstorming. In this stage, students are active to find as many various explanations as possible for the phenomenon or event. d) Students discuss with each other about the discussion. Furthermore, students can criticize

each other's explanations given by other tutorial participants and provide a coherent description of the process according to which the student is the basis for the phenomenon or event; e) Formulating learning objectives in the context of independent learning; f) Fill in the gaps that exist in the knowledge possessed by students from the results of their self-study.

METHODS

The action that will be taken by the researcher in this study is guided by the procedure of classroom action research. The procedure for collecting and recording data in this study used the Kemmis & Mc. Taggart. This study uses a classroom action research approach. The procedure for collecting and recording data in this study used the Kemmis & Mc. Taggart presented in Figure 1, the model has stages of planning, action, observation, and reflection. This activity is a research stage in each cycle.

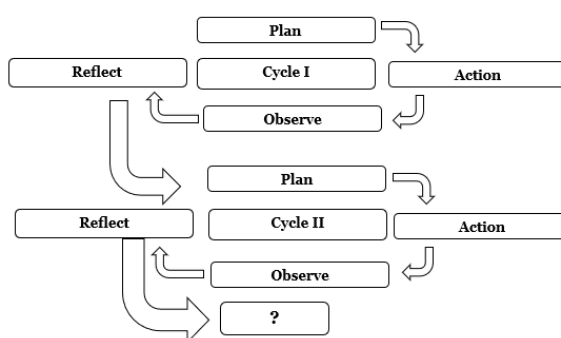


Figure 1. Kemmis and Mc Taggart's Spiral Model of Action Implementation Flow

This classroom action research was conducted at the Sarjanawiyata Tamansiswa Elementary School Education Study Program (PGSD) for the 2020/2021 Academic Year. The time of this research is planned in the Odd semester of the 2020/2021 Academic Year in April 2021. The data collection techniques used in this study used tests and observations. The research instrument used an evaluation test sheet to assess the learning outcomes of PGSD students in the form of essay questions containing 5 questions in cycle I and cycle II. The specified individual KKM value is 75. The classical analysis of student cognitive learning outcomes data can be calculated by the following equation:

$$\text{Complete classic} = \frac{\text{Total score}}{\text{Maximum score}} \times 100\%$$

Table 1. Criteria for Cognitive Learning Outcomes

Cognitive	Percentage	Criteria
0-25	25%	Not good
25-50	50%	Pretty good
50-75	75%	Good
75-100	100%	Very good

Data to determine the process of implementing problem-based learning using observation sheets to assess the implementation of learning, data processing to determine the application of problem-based learning learning activities as follows:

$$\text{PBL percentage} = \frac{\text{Total score}}{\text{Maximum score}} \times 100\%$$

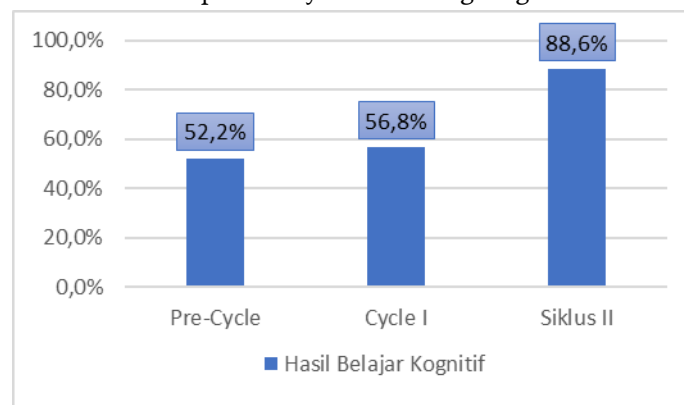
RESULTS AND DISCUSSION

Cognitive learning outcomes of PGSD students on the basic concepts of social studies are presented in table 1, showing the cognitive learning outcomes of students in the pre-cycle by 52.2% of students who achieved the specified KKM value, after applying problem based learning cognitive learning outcomes in the first cycle were 56, 8% of students achieve the same value as the minimum completeness criteria (KKM), it needs to be increased again in order to achieve maximum results so that the next cycle is applied. In the second cycle, the value of cognitive learning outcomes reached 88.6% of students who scored above the specified KKM.

Table 2. Student Cognitive Learning Outcomes are applied Problem Based Learning

No	Cycle	Average value	Value in percentage	Enhancement (%)
1.	Pre-cycle	52.2	52.2%	-
2.	Cycle I	56.8	56.8%	4.6%
3.	Cycle II	88.6	88.6%	31.8%

To see the increase can be explained by the following diagram.



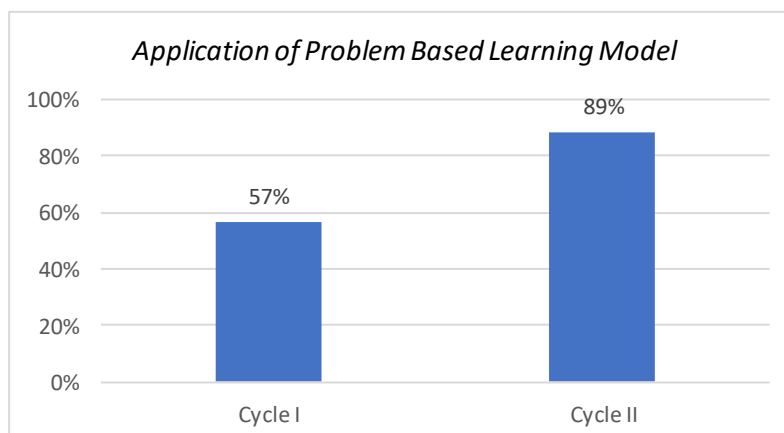
Picture 1. Student Cognitive Learning Outcomes

Based on table 1 and Figure 2 shows that the cognitive learning outcomes of PGSD students at Sarjanawiyata Tamansiswa University have increased from pre-cycle to cycle 1 as much as 4.6%, from cycle I to cycle II as much as 31.8%. The application of the Problem Based Learning learning model is carried out on the material of social interaction, social institutions, and social structures and the role and status of individuals in social life. This assessment uses an observation sheet. The results of the assessment of the application of Problem Based Learning can be seen in the following table.

Table 1. The Value of Implementing Problem Based Learning

Cycle	Score	Percentage	Rating
Cycle I	25	56.8%	31.8%
Cycle II	39	88.6%	

To clarify the increase can be illustrated with the following diagram:



Picture 2. Application of Problem Based Learning Model

In table 2 and figure 2 it can be explained that the application of problem based learning which was carried out in cycle 2 had an increase of 31.8% from cycle I. The results of the observation of problem-based learning activities in cycle I experienced obstacles, namely in the activities of collecting information and analyzing problems. requires a long time, so that a lot of learning time is consumed in these activities. The time used to carry out group discussions is very short, so that in exploring the problem it is not deep enough. In the implementation in cycle II, the problem was solved by setting the time again so that the implementation of each stage can run well, the shortcomings that still exist are at the time of data searching

Research conducted by (Setyosari, 2017) shows that through PBL approach, in cycle 1 students achieved completeness as many as 16 students (64% of 25 students) and in cycle 2 the learning outcomes that achieved completeness reached 22 students (88% of 25 students). This study focuses more on learning outcomes based on completeness, and the data analysis technique used is a comparative descriptive technique. In line with the results of research from (Febrita & Harni, 2020) which concluded that PBL actions can improve learning outcomes by 31.03%, it appears that the activities PBL learning has not been going well. PBL learning carried out, This is a new learning for the first time. This is supported by the implementation of learning in cycle 2, the increase has been able to lift to achieve completeness. So PBL learning can improve student learning outcomes. Study (Suari, 2018) the increase in mastery learning outcomes has occurred since cycle 1 reached 68% of all students. (Yuniawardani & Mawardi, 2018) concluded the completeness of the results learning reached (66.7%) of all students

CONCLUSION

Based on the results of the application of problem based learning on students of the Elementary School Teacher Education study program at the University of Sarjanawiyata Tamansiswa still experiencing obstacles, namely students need a long time in the data search process. The results of observations on the application of Problem Based Learning are able to improve problem-solving skills so that they affect cognitive learning outcomes for students of the Elementary School Teacher Education Study Program at the Bachelorwiyata Tamansiswa University in the subject of social science basic concepts on social interaction,

social institutions, and social structures and roles individual status in social life is increasing. In carrying out Problem Based Learning learning, it is necessary to have more mature planning so that each stage can be achieved properly.

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