



The Implementation of Problem Based Learning and Window Shopping Model for Improving Students' Communication Skills

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Keywords

communication skills,
problem based learning,
window shopping

Abstract

This research aims to enhance the communication skills of students in Grade VII J during the second semester of the academic year 2022/2023 at SMPN 2 Tengeran. The study was conducted using the Problem Based Learning model and the Window shopping method. It employed a classroom action research design based on the Kemmis and Taggart model, which consisted of two cycles. Each cycle included observation, planning, implementation, evaluation, and reflection phases. The research data comprised observations of students' communication skills, which were collected during the learning process by two observers. Comparative descriptive analysis was employed to analyze the data between cycles. The results of the study revealed that the average communication skills of students were 42% in the pre-cycle, 60% in Cycle I, and 82.5% in Cycle II. Based on these findings, it can be concluded that the implementation of Problem Based Learning and the Window shopping method can improve the communication skills of Grade VII J students at SMPN 2 Tengeran.

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INTRODUCTION

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation and the State. Indonesia, 2003).

In the 21st century the learning paradigm has shifted. Learning does not only focus on knowledge, but learning also trains the skills needed in the 21st century. At this time, there are four main learning competencies that must be mastered, namely the ability of deep understanding, critical thinking, collaboration and communication, and creative thinking (Rahmadayanti & Hartoyo, 2022).

Problem Based Learning (PBL) is a learning approach where students are faced with real problems as a starting point for learning. PBL is an innovative learning model that encourages students to be actively involved in the learning process. In PBL, the curriculum and learning methods are designed in such a way that students must address relevant problems and require deep understanding (Hotimah, 2020). Thus, PBL provides opportunities for students to develop critical thinking skills, collaboration, problem solving, and lifelong learning abilities.

In the context of group work-based learning, the term "Window shopping " can be applied by group members working together to explore the various works of other groups with the aim of broadening their knowledge and understanding. Through this group work-based learning model, group members can learn from one another's experiences and knowledge, as well as develop analytical skills , evaluation, and deeper understanding of the work of other groups (Sulistiyaratih et al., 2021).

Communication skills are an important aspect of the 21st century skills that must be mastered by students. Through the implementation of 21st century learning competencies, as expected in the Merdeka Curriculum, students can develop effective communication skills to respond to the demands of an increasingly competitive era (Arviansyah & Shagena, 2022).

Through observations at SMP N 2 Tengaran, especially in class VII J, it was found that science learning conducted by teachers still uses conventional methods, namely lectures where the learning process is still teacher-centered, causing students to be passive. This affects the quality of the learning process. It is known from the results of observations made, the communication skills of students are still not optimal so that they have an impact on student learning outcomes. This is shown from the learning outcomes of students on Ecology and Biodiversity material where still do not meet the Minimum Completeness Criteria, which is equal to 75.

This is supported by the results of observations in class, the results obtained were that some were talking to friends when presenting in front of them and there were even students who did not pay attention to friends during presentations or the teacher when explaining lessons.

In order to overcome these problems, innovation is needed in the application of learning that is effective, creative, innovative, and interesting, and student-centered (Rahayu et al., 2022). One of the recommended innovative learning models is using the method *Windows Shopping* (Sulistiyaratih et al., 2021) and PBL (Rerung et al., 2017).

Based on the results of observations it is also known that in the learning carried out the teacher has not used the method *Window shopping* , so that students are less active in the learning process causing students to get bored because learning is perceived as less interesting and consequently has an impact on the learning outcomes obtained.

In the Kurikulum Merdeka, which is supported by the government, it is advisable to apply several innovative learning models that are interesting and focus on students (Rahayu et al., 2022). Through learning activities that activate students so that they can solve problems in learning and can construct their own knowledge individually or in conversation or in groups so that they can develop knowledge that can improve students' natural science learning outcomes.

Based on this description, researchers need to conduct research with the aim of improving the communication skills of class VII J students of SMP N 2 Tengaran by applying a learning model *Problem Based Learning* and methods *Window shopping* .

METHOD

This research is a Classroom Action Research (PTK) which will be conducted in the even semester of 2022/2023 April-May 2023 on Earth and the Solar System. The subjects of this study were students in class VII J of SMP Negeri 2 Tengaran, which consisted of 32 students. The research instrument was an observation sheet of communication skills and assessment of student learning outcomes. The stages of research include planning, implementation of action, observation, reflection. In detail the implementation of classroom action research can be seen in Table 1.

Table 1. Research Plan

Stages	Activity
Cycle I	Planning : Develop learning tools Make an observation sheet Prepare learning tools and materials Dividing groups of students Implementation: Carry out learning according to the Learning Device Plan Perform PBL learning syntax Implement method <i>Window Shopping</i> Observation: Observation when learning takes place Reflection: Doing reflection as material for preparing cycle 2 reflections
Cycle II	Carrying out stages such as Cycle I followed by making improvements by optimizing the allocation of available time, better preparing tools and materials as materials for presenting works through the method <i>windows shopping</i> and repair mechanism <i>Window shopping</i> .

Observation sheets for students' communication skills are used to collect data about students' communication skills during the learning process. The observation sheet is filled according to the ability of each student. The observation sheet is filled in by observers who make observations and records during learning. Communication Ability Indicators can be seen in Table 2.

Table 2. Indicators of Communication Skills

Communication Ability Indicator
Sounds clear
Use good grammar
Pleasant facial expressions
Look at the interlocutor
The conversation is understood by the interlocutor

(Sohaya, 2017)

The data analysis technique used in this research is descriptive qualitative analysis. The test results are analyzed using percentages with the formula:

$$\text{Percentage of test scores} = \frac{\sum \text{skor}}{\text{skor maksimum}} \times 100\%$$

The scoring criteria can be seen in Table 3.

Table 3. Results Criteria

Percentage Value	Category
81-100	Very good
61-80	Good
41-60	Pretty good
21-40	Not good
0-20	Very less

The indicator of success in this study is if the average percentage of students' communication skills has reached a minimum category Good

RESULTS AND DISCUSSION

This research activity was carried out from April 5 2023 to May 31 at SMPN 2 Tenganan. The implementation of cycle 1 actions was carried out starting on April 5 with the first material presented was the Solar System, class VII J even semester of the 2022/2023 school year with an allocation of time in one week there are 5 JP (Lesson Hours), namely Wednesday 3 JP and Thursday 2 JP and each JP is 40 minutes. Activities carried out offline face to face classically in class. This activity is carried out under direct supervision online by supervising lecturers and tutors. The students involved were 32 people. Researchers display problems regarding learning materials by using learning models Problem Based Learning and Methods Window shopping .

The results of the analysis of the observation sheet on students' communication skills and getting the results that have been averaged from each observer can be seen in Table 4.

Table 4. Result of Communication Skills.

Condition	Observer 1	Observer 2	Rate
Pre-cycle	42%	46%	44%
Cycle I	59%	61%	60%
Cycle II	80%	85%	82,5

**Figure 1.** Observation Results of Communication Skills

Based on Table 4, it shows that there is an increase in students' communication skills. The percentage of the average value of communication skills in the pre-cycle is 44% in the unfavorable category. The percentage of the average value of communication skills in the first cycle is 60% with a pretty good category. The percentage of

the average value of communication skills in cycle II was 82.5% in the very good category. In Figure 1, the results of observations of students' Communication Skills are shown.

In the first cycle, indicators of success have been achieved, namely the percentage of the average value of communication skills is 60% in the good category. In cycle I, there were some students who could not work in groups so they were less motivated in learning. In cycle I, students still lack time and are also confused about making works that will be displayed when window *shopping*. It causes when window shopping not optimal because some students lack confidence when presenting the results of their group's work

Based on the reflection results in cycle I, the actions taken in cycle II were to maximize group division and provide examples of work to be used for window shopping in the form of infographics, *mind map* and students can choose as they wish. In cycle II, all groups can work together well. The work made by students in cycle II is very creative by adding supporting attributes and by being given time to prepare in advance which increases student confidence, in cycle II window shopping run optimally. In cycle II, indicators of success have been achieved, namely the percentage of the average value of communication skills 82.5% in the very good category.

From the results of the analysis, there are several factors that lead to an increase in students' communication skills. These factors can be seen from the learning steps taken by students during the learning process. In cycle II there was a significant increase, including an increase in average scores, an increase in the number of students who successfully completed learning, and the percentage of learning completeness that exceeded the set target. In addition, in this second cycle the teacher managed to manage time effectively in every step of learning. Students are able to identify problems related to the material being discussed, they can solve the problems given, and are able to make conclusions. These results were obtained from observations and notes of the researcher's assessment instruments during the learning process.

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Based on the results of the discussion it can be seen that the application of the PBL learning model and methods windows *shopping* can improve students' communication skills in following the learning process. This has an impact on an increase in student learning outcomes and an increase in the percentage of student learning completeness. Model Problem Based Learning provide students with problems that are closely related to everyday life. This can provide a real picture of the students so as to increase the absorption of students' information on the problems given. Application of the method Window shopping, can make students active and interactive between groups so as to increase students' understanding of the material so as to train students' communication skills through activities window *shopping*. This is in line with Alwardah, et al (2021) stating that the application of learning models Problem Based Learning can improve student learning outcomes. This is also supported by Siti Nor Halimah's research (2019) which states that the method Window shopping can improve student learning outcomes. This was then reinforced by the results of Nur Ika et al's research (2021) which stated that the application of the learning model Problem Based Learning and method use Window shopping can improve student learning outcomes and can increase the percentage of student learning completeness.

CONCLUSION

Based on the results and discussion, it can be concluded that the learning model *Problem Based Learning* and *Window Shopping* can improve communication skills as indicated by an increase in the percentage of the average value of communication skills. The percentage of the average value of communication skills in the pre-

cycle was 42%, with the category not being good, increasing in cycle I by 60%, the category being quite good, then increasing in cycle II, by 82.5%, the category being very good

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