



How to Improve Learning Outcomes of the Indonesian Language in Elementary Schools through the Implementation of Problem-Based Learning Methods

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Abstract

This study aims to improve Indonesian language learning outcomes through problem-based learning in class V SD Negeri Panciro, Bajeng District, Gowa Regency. This Classroom Action Research (CAR) uses two cycles, each of which is carried out in four actions. This study involved 24 students and a classroom teacher who acted as collaborators. The results showed that each passed cycle tended to increase student learning outcomes. Based on the research findings, it can be concluded that using problem-based learning models can improve the learning outcomes of fifth-grade students at SD Negeri Panciro Kec. Bajeng Kab. Gowa on the material 'Information.' It can be seen from the first cycle results that the total score achieved was 59, while in the second cycle, the number of student achievements increased to 89 or very good criteria. In addition, there was a significant increase from 59 to 89. Therefore, to improve the quality of Indonesian language learning, this learning method could continue to be developed in learning activities in schools. The problem-based learning method can be used as an alternative learning option to improve student learning outcomes.

Keywords: Indonesian Language Learning; Elementary School; Problem Based Learning

Abstrak

Penelitian ini bertujuan untuk meningkatkan hasil belajar bahasa Indonesia melalui metode pembelajaran problem based learning di kelas V SD Negeri Panciro Kecamatan Bajeng Kabupaten Gowa. Penelitian Tindakan Kelas (PTK) ini menggunakan dua siklus yang masing-masing dilaksanakan dalam empat kali tindakan. Penelitian ini melibatkan 24 siswa dan seorang guru kelas yang berperan sebagai kolaborator. Hasil penelitian menunjukkan setiap siklus yang dilewati memperlihatkan kecenderungan terjadinya peningkatan hasil belajar siswa. Berdasarkan temuan penelitian, maka dapat disimpulkan bahwa penggunaan model pembelajaran problem based learning dapat meningkatkan hasil belajar siswa kelas V SD Negeri Panciro Kec. Bajeng Kab. Gowa pada materi 'Informasi'. Hal ini terlihat dari hasil siklus I jumlah nilai dicapai 59

sedangkan pada siklus II jumlah prestasi siswa meningkat menjadi 89 atau kriteria baik sekali. Selain itu, terjadi peningkatan yang signifikan dari 59 menjadi 89. Oleh karena itu, dalam upaya meningkatkan kualitas pembelajaran bahasa Indonesia metode pembelajaran ini bisa terus dikembangkan dalam kegiatan pembelajaran di sekolah. Metode problem based learning dapat dijadikan alternatif pilihan pembelajaran dalam upaya meningkatkan hasil belajar siswa.

Kata Kunci: Pembelajaran Bahasa Indonesia; Sekolah Dasar; Problem Based Learning

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Introduction

Learning the Indonesian language, which students consider an easy subject, has become a stumbling block to graduation. Learning Indonesian at school is the essence of the educational process (Farhurohman, 2017; Khair, 2018). Therefore, to improve the quality of Indonesian language learning, especially at the elementary school level, efforts need to be made from an early age. Related to the learning process carried out by the teacher in the classroom (school), the teacher must have the ability to choose the method used. The method chosen must be by the characteristics and needs of students. If this is ignored, the learning outcomes will be far from expected (Kristiantari, 2014). Programs or activities in schools must be carried out interestingly to motivate students to study the subject matter more deeply. To create an effective and interesting learning activity process, teachers need to have mastery of the substance or subject matter and choose and apply learning models. In the learning process, teachers can use several teaching methods to improve student learning outcomes, one of which is the problem-based learning method.

Selection of the right learning model is one way to optimize students' processes and learning outcomes. One of the models used is the problem-based learning model (Mayasari et al., 2016). Learning with a problem-based learning model begins with the emergence of problems students must solve. The problems posed are related to the lives of students (contextual). Contextual problems will make it easier for students to accept and understand the material provided. Students solve these problems by searching from various sources. As a result, students build their knowledge so that learning becomes more meaningful. Teachers should be able to apply the Problem-based learning model as an alternative in teaching lessons so that learning is not monotonous and passive and does not attract students' interest (Fauzia, 2018).

Several research results have shown that applying the Problem Based Learning model can improve student learning outcomes (Amris & Desyandri, 2021; Kristiana & Radia, 2021; Zahrawati, 2020). For example, this model can improve students' critical thinking skills, improve analytical thinking skills, improve creative thinking skills, improve students' conceptual understanding, and improve students' ability to solve problems, which will have an impact on increasing student achievement (Anazifa & Djukri, 2017; Novianti et al., 2020; Sukptiyah, 2015).

This study aims to improve the process of learning Indonesian in elementary schools. The implication of this research is the increase in learning outcomes marked by an increase in learning outcomes scores from the first cycle to the next cycle. Classroom action research was carried out for two cycles based on the model developed by Kemmis & Mc Taggart, starting from planning, implementing, observing, and observing (Altrichter et al., 2002).

This study assumes that the Problem Based Learning (PBL) method can be an alternative method to solve problems in learning Indonesian at the elementary school level. As a result, students can become independent learners and actively build new knowledge from their previous experiences and knowledge in this learning. Furthermore, it is intended that students can face problems in real life and be able to solve them. In addition, to excel in this ever-changing and competitive situation, it is necessary to have the ability to obtain, select and manage information, the ability to think critically, systematically, logically, creatively, and the ability to work together effectively.

Method

Research design

The CAR design in this study uses the model proposed by Kemmis and Mc Taggart (Mc Taggart, 1983:4), consisting of 4 stages: planning, implementation, observation, and reflection. The CAR model is spiral and sustainable; if the target for the results of the actions taken has not been achieved, it will be continued with the next cycle. The design of the Kemmis and Mc Taggart CAR models is shown in Figure 1.

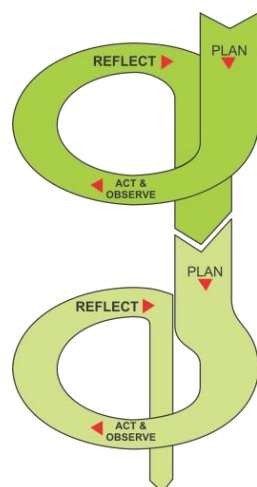


Figure 1. The action research model of Kemmis and Mc Taggart (Altrichter et al., 2002)

This research involves a collaborator, namely the fifth-grade teacher A. The collaborator is tasked with assisting researchers in implementing PBL learning and observing students during learning.

Subject

The subjects of this study were students of class VA at SD Negeri Panciro, Kec. Bajeng Kab. Gowa and a classroom teacher who acted as research collaborators.

Procedure

In one cycle, this research procedure consists of 4 stages, namely planning, implementation, observation, and reflection. An action plan is prepared to improve critical thinking skills and student learning outcomes by applying the PBL model in this planning stage. Action planning consists of preparing a PBL learning schedule, lesson plans, PBL learning tools, learning media used, socializing PBL learning to students, and preparing research instruments. At this stage, the researcher carried out the planned learning. Finally, teachers carry out learning in collaboration with collaborators in applying the PBL model.

The observation phase is carried out by researchers collaborating with collaborators to observe directly during the learning process. Researchers act as teaching teachers assisted by collaborators. Observation aims to determine whether or not there are changes that occur with the implementation of the actions, namely the application of the PBL model. The action-reflection stage evaluates the results of the implementation of the action. Reflection is based on the data collected in observations and assessments. The reflection results are used to determine whether or not actions are carried out in the next cycle.

Instruments and Data Collection Techniques

The data obtained in this study are quantitative data from observations of teacher and student activities in PBL, students' critical thinking skills, and student learning outcomes on 'information' material. The data collection technique used is observation using checklist instruments and performance tests (Creswell, 2015).

Data analysis technique

Classroom action research is a case study in a class whose results are not generalized, so data analysis is enough to describe the collected data. The statistical

technique used is descriptive statistics. Each research variable is analyzed concerning the established criteria (Arikunto, 2010).

Result

Initial Condition Description

Learning outcomes of Indonesian class VA students at SD Negeri Panciro, Kec. Bajeng Kab. Gowa is still low. The low learning outcomes indicate that teachers are still using traditional methods dominated by the lecture method and assigning assignments to students. It causes the ineffectiveness of the learning process, which results in low student learning outcomes. As a result, students become unmotivated in learning, bored, and grow feelings of indifference.

Problem-based learning methods are assumed to improve Indonesian language learning outcomes in fifth-grade students of SD Negeri Panciro, Kec. Bajeng Kab. Gowa. The results showed that based on the pre-test results given to 24 fifth grade students of SD Negeri Panciro, Kec. Bajeng Kab. Gowa obtained an average score of 46.

The initial ability scores of students are divided into five categories. Based on the results of the students' initial ability category scores, it can be seen that of the 24 students who were sampled and also took the initial test, 15 students who scored were placed in the poor category, eight students who scored were placed in the good category, one student who scored was placed in the good category, and those who scored were placed in the very good category. However, none of the students earned a score of "very poor." Therefore, it encourages researchers to conduct studies utilizing problem-based learning models to enhance students' Indonesian language learning outcomes.

Description of Cycle I

The data from the evaluation of the first cycle in learning activities are based on student scores, so the average value of the fifth-grade students' learning outcomes at SD Negeri Panciro, Kec. Bajeng Kab. Gowa got a score of 59. The average value of student learning outcomes using the problem-based learning model in the first cycle is 59. Based on the results of cognitive (evaluation), affective, and psychomotor (observation) scores, it can be seen that the class average there is an increased. The average achievement or percentage means that the average achievement score increased from 46 (in the pre-cycle) to 59 and from 39.5% to 57%. The value of individual student achievement in the

first cycle increased from 15 students who scored below 65 to 10 students. However, five students do not have completeness scores (work indicators) according to the collected data.

Data indicators aspects of the teacher's learning process with observation instruments, including planning, main activities, and stabilization. The data from observations in cycle I regarding aspects of the teacher's learning process have reached the category sufficient for implementation and planning/learning instruments.

a. Observation

As for the description of student activities in the first cycle, it was determined that from 24 students of Class VA at SD Negeri Panciro, Kec. Bajeng Kab. Gowa, after applying the problem-based learning model in cycle I, the average student attendance was 87.5%, students who could express opinions, comments, and questions were 37.5%, students who could formulate their opinions with good language and sentences were 29.16%, and students who were active in solving problems made up 29.1%

b. Reflection

The average class score of 57 evaluation results shows an increase compared to the average class score of only 46 test results. However, this result is still less than the minimum level of completeness. It can be seen that there are only ten students who finished (getting a score of 68). it means that students have not been able to master Indonesian lessons. It is due to the new problem-based learning method, the lack of understanding of students in studying/receiving explanations from the teacher, the teacher's lack of systematic presentation and class discussion, the lack of motivation from the teacher, and the lack of motivation teacher guidance in discussions.

For this reason, in cycle II, it is necessary to improve the weaknesses mentioned above. Several things that must be carried out in cycle II include: providing examples that are familiar to students, presentations should not be too fast, and discussion guides to be added. From the average percentage of the aspects of the learning process carried out by the teacher, it can be categorized as sufficient for implementation and planning, indicating that more than half of the aspects of the learning process have been mastered by the teacher so that the teaching performance can be categorized as adequate.

For this reason, in the second cycle, the teacher's teaching performance will be improved by referring to the weaknesses in the teaching performance aspect.

Weaknesses in cycle I need to be improved by teachers and students to carry out the learning process even better in cycle II. The next step is to provide special guidance to students who have difficulty understanding the subject matter and provide more concrete examples.

Description of Cycle II

Based on the second cycle evaluation results, the average value of the fifth-grade students' learning outcomes at SD Negeri Panciro, Kec. Bajeng Kab. Gowa obtained a score of 89. The average score of students using the problem-based learning model in cycle II is 89. The data on student learning outcomes shows the results of cognitive (evaluation), affective, and psychomotor (observation) scores; it can be seen that the average class has increased. Either the average achievement or the percentage, the average achievement value has increased from 59 (in the first cycle) to 89.

Meanwhile, the learning outcomes data show that the individual achievement scores of students have also increased from 7 students who scored below 68 to 1 student. From the data above, it can be seen that 90% of students have completed. The students have mastered the Indonesian subject matter of "Information" and have met the work indicators. The indicator data of the teacher's ability process with observation instruments are aspects of the teacher's learning process, including planning, main activities, and stabilization. The data from observations in cycle II about aspects of the teacher's learning process were in a good category.

a. Observation

The target of observation for improvement in learning in cycle II is the same as observation for improvement in learning in cycle I, namely aspects of the learning process carried out by teachers and student activities in learning activities, namely affective and psychomotor aspects related to learning Indonesian. Data analysis cycle II is the same as data analysis cycle I; the difference lies in the results of the data obtained, both related to aspects of the learning process carried out by teachers and student activities in Indonesian language learning activities in cycle II have changes in increasing student learning outcomes class V SD Negeri Panciro Kec. Bajeng Kab. Gowa, which is better than the evaluation of cycle I.

The description of student activities in the first cycle was obtained from 24 students of Class V SD Negeri Panciro, Kec. Bajeng Kab. Gowa, after the problem-based

learning model was implemented in cycle II, the average student attendance reached 91.6%, students who could express opinions, comments, and questions reached 66.6%, and students who could formulate their opinions with good language and sentences reached 41.6%, and students who were active in solving problems reached 41.6%.

b. Reflection

From an average of 80, it can be concluded that students have mastered learning, indicating that in this second cycle, the student achievement scores and the proportion of students who have met the work indicators are satisfactory. Kec. Bajeng Kab. Gowa Semester I for the Academic Year 2021/2022 has 24 students with an achievement score of 68, indicating that 90 percent have completed or met the work indicators. Furthermore, at least 75 percent of SD Negeri Panciro for the Academic Year 2021/2022 received an average score, and between 80 and 90 percent of the fifth-grade students of SD Negeri Panciro, Semester II met or exceeded the work indicators. Therefore, the previous cycle's flaws can be remedied, and the achieved results correspond to the established performance indicators.

From the average percentage of aspects of the teacher's learning process, it can be categorized as good. It shows that more than half of the aspects of the learning process can be mastered by the teacher. In addition, the teacher's teaching performance has been very optimal so that the weaknesses are not found.

Discussion

From the data that has been obtained in the pre-cycle or test before the implementation of the problem-based learning model, it is very low; that is, out of 24 students, only one student got a score of 80, and the other students, on average only got a score of 46. So, the results obtained in the pre-cycle are still very far from the completeness category and need improvement. For this reason, it encourages researchers to carry out research by applying a problem-based learning model using two-cycle stages.

Before starting the lesson, the researcher prepared learning tools in the planning stage in lesson plans on 'information' material, observation sheets, test questions, sources, and learning media. Based on the data obtained, the implementation of learning in each cycle varies greatly, especially the shortcomings/weaknesses. In the first cycle, the average class achievement taken from the evaluation scores has increased from 46 to

59. Students' achievements have also increased from 15 students who got a score of 68 on the test to 10 students, eight students got a complete score, and from the observations, the average is 87.56 for effective and 37.5 for psychomotor, while on average, the aspects carried out by the teacher are categorized as adequate. From these data, it is necessary to make improvements/improvements in cycle II. teacher appearance, understanding the material, giving motivation, guiding the implementation of the discussion, and understanding the material which is the weakness in this cycle. According to the results of student and teacher observations, there are deficiencies, namely the use of media or teaching aids related to the material 'Information,' which must be addressed by researchers and students to improve the learning process in cycles II and beyond. What can be done is to provide special guidance to students who have difficulty telling stories. Therefore, these weaknesses need to be corrected by researchers and students so that they can carry out the learning process better in cycle II and beyond. What can be done is to provide special guidance to students who have difficulty telling stories. Therefore, these weaknesses need to be corrected by researchers and students so that they can carry out the learning process better in cycle II and beyond. What can be done is to provide special guidance to students who have difficulty telling stories.

In the second cycle, the average class achievement based on the evaluation value increased significantly from 59 to 89. Additionally, the number of students scoring below 68 in the first cycle decreased from 15 to 1, and the number of students receiving a perfect score increased from 8 to 23. The observed value increased from 87.5 in the first cycle to 91.6 (effective) and from 37.5 in the first cycle to 66.66 in the second cycle (psychomotor). The performance of the instructor has also improved. In this cycle, repairing deficiencies from the cycle, I become a treatment. The fifth graders of SD Negeri Panciro Semester II for the 2021-2022 academic year have completed learning with 'Information' materials for Indonesian subjects, based on the description in cycle II and the set work indicators.

From the description of each cycle, we can conclude that in each cycle, there is an improvement compared to the previous cycle, both learning achievement as measured by tests and from observations when the activity takes place. The increase between the initial conditions and cycle 1, especially in the average class achievement from 46 to 59, while the average observations in cycle 1 were 87.5 (effective), 37.5 (psychomotor), so it is still far from the target of completeness because for Cooperative learning students are

new, students are not used to implementing problem-based learning model learning. After all, so far, learning has taken place traditionally, so students' courage to speak is still lacking, teachers in this cycle have not been able to master the learning scenario, which part should be given reinforcements, and there are still many weaknesses in this cycle. In cycles I and II, the evaluation results have started to increase with the average class achievement based on the evaluation results, namely from 59 to 89, while from the observations, the average is from 87, 5 to 91.6 (affective) and from 37.5 to 66.66 (psychomotor). At the same time, the aspects of the teacher's appearance from the moderate to a good category, from 23 students who finished studying became 24. it is because students are more familiar with problem-based learning, group work has also seen cohesiveness, the courage of students to express opinions is good, and the teacher is also mastering the class situation so well, it is proven that the results from observations have increased. In the second cycle, teaching and learning activities experienced a significant increase. Group work has also seen cohesiveness; the courage of students to express opinions is good, and the teacher is also mastering the class situation so well that it is proven that the results from observations have increased. In the second cycle, teaching and learning activities experienced a significant increase. Group work has also seen cohesiveness; the courage of students to express opinions is good, and the teacher is also mastering the class situation/situation so well that it is proven that the results from observations have increased. In the second cycle, teaching and learning activities experienced a significant increase.

Based on the evaluation results from the pre-cycle, cycle I, and cycle II, students have an average score in the following figure:

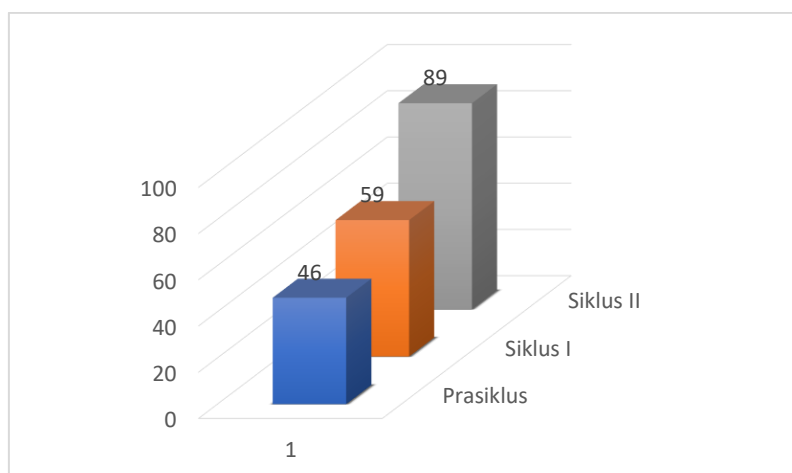


Figure 2. Graph of learning outcomes for each cycle

The graph shows that learning outcomes have increased significantly, and the value is above the KKM that has been set, which is 75. Therefore, the work indicators that have been set in improving Indonesian learning material 'Information' through problem-based learning models in improving learning outcomes Indonesian in class V SD Negeri Panciro Kec. Bajeng Kab. Gowa Semester II Academic year 2021/2022 can be achieved.

Conclusion

Based on the research findings, it is possible to conclude that problem-based learning models can improve the learning outcomes of fifth-graders at SD Negeri Panciro, Kec. Bajeng Kab. Gowa about the topic 'Information.' It can be seen from the first cycle results that the total score achieved was 59, while in the second cycle, the number of student achievements increased to 89 or very good criteria. In addition, there was a significant increase from 59 to 89. Therefore, to improve the quality of Indonesian language learning, this learning method could continue to be developed in learning activities in schools. Therefore, the problem-based learning model can be used as an alternative learning choice to improve student learning outcomes. However, this study has limitations that affect the process of learning activities, including (1) time constraints and (2) the fact that observation only captures events that occur during the learning process; other events may escape observation. In addition, the research is limited to a single class whose circumstances and conditions are not necessarily comparable to those of other classes, so the findings cannot be generalized to other classes.

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