Implementation of Problem Based Learning (Pbl) Learning Model to Improve Learning Motivation of Grade III Students at SDN 057185 Bungara

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Abstract
This study aims to enhance the learning motivation of third-grade students at SDN 057185 Bungara in the subject of Science and Social Studies (IPAS) through the implementation of the Problem Based Learning (PBL) model. The research employed Classroom Action Research (CAR) was conducted in two cycles, each consisting of planning, implementation, observation, and reflection stages. The research subjects were 20 third-grade students. In the first cycle, teacher and student activities as well as students' learning motivation were categorized as moderate, with teacher activity at 59%, student activity at 69%, and learning motivation at 75%. After improvements in the second cycle, there was a significant increase: teacher activity reached 84%, student activity 96%, and students' learning motivation rose to 95%. The increase in learning motivation from the first to the second cycle was 25%. The results indicate that the application of the PBL model is effective in improving students' motivation and classroom engagement. Students become more active, enthusiastic, and involved in the learning process. Supporting factors for success include the use of real-life problems, group activities, and varied teaching methods. Challenges encountered in the first cycle were addressed through strategy improvements in the second cycle. Therefore, the PBL model is recommended as an alternative approach to enhance learning motivation in IPAS subjects at the elementary school level.

Keyword :
Problem Based Learning, Improving Learning, Elementary School

1. INTRODUCTION

Education Education is a very important skill that every human being must possess and is a key factor in shaping their personality. Education also plays a crucial role in national life because it empowers the nation to create the next generation capable of guiding and directing its people toward greater progress, especially in the current digital era. Education must be directed toward the goal of developing individuals who are ready for change and development (Pratiwi et al., 2023). According to Langeveld (Subagio et al., 2021), education is every effort, influence, protection, and assistance given to a child aimed at their maturity, or more precisely, helping the child become competent enough to carry out their own life's tasks. This influence comes from adults (created by adults, such as schools, books, daily life cycles, and so on) and is directed at those who are not yet adults. In the world of education, learning motivation plays a crucial role in achieving success in learning. According to (Quraisy et al., 2024), Student learning success can be influenced by several factors, both within the students themselves and within the instructor. Teacher-driven factors include the ability to design learning that fosters student motivation and creates an engaging and enjoyable learning environment. However, the current learning process is still teacher-centered, and teachers sometimes fail to provide students with opportunities to construct their own knowledge during the learning process. According to (Febrianti, 2021), learning motivation is a person's inner drive to learn according to their desire to achieve a goal. According to (Mayasari et al., 2021), motivation comes from the word "motif," which means the effort that drives someone to do something. Motive can be said to be the driving force from within and within the subject to carry out certain activities to achieve a goal. Meanwhile, motivation can be defined as a driving force that has become active. Motives become active at certain times, especially when

the need to achieve a goal is very urgent/felt. According to (Siahaan & Meilani, 2021) indicators of student learning motivation can be classified as follows: a) diligent in facing tasks, b) persistent in facing difficulties, c) showing interest in various problems, d) enjoying working independently, e) getting bored quickly with routine tasks, f) being able to defend their opinions, g) not easily letting go of what they believe in, h) enjoying looking for problems and questions.

IPAS is an abbreviation of Natural and Social Sciences. IPAS is a subject that studies living things, inanimate objects, and their interactions in the universe. IPAS also studies human life as individuals and social beings. According to (Susilowati, 2023) Natural and Social Sciences (IPAS) is a science that studies non-living (abiotic) and living (biotic) creatures in the universe and their interactions, as well as studying human life as individuals and as social beings related to the environment. In the KTSP curriculum and several previous curricula, there are science and social studies subjects, both subjects are taught separately. In the 2013 curriculum, both subjects are taught together under certain learning themes. In the independent curriculum, science and social studies are combined into one subject, namely IPAS. According to (Fajarwati, 2023), Natural and Social Sciences (IPAS) is a science that studies living things and inanimate objects in the universe and their interactions, and examines human life as individuals and as social beings who interact with their environment. With the hope of triggering children to be able to manage the natural and social environment as a whole. According to (Nihayatul Fadlilah et al., 2024), the independent learning curriculum has updates, namely P5 and IPAS lessons. Natural and Social Sciences (IPAS) is a combination of natural sciences and social sciences. Scientific learning is a context related to nature and social conditions. The learning stages of the independent learning curriculum are divided into 3, namely, learning planning, learning implementation, and learning evaluation. Based on observations conducted by researchers on Wednesday, October 23, 2024, at 11:00 a.m. WIB, the conditions in the teaching and learning process indicate that teachers do not provide enough variety in the teaching and learning process. In other words, teachers tend to use learning models, such as lectures, questions and answers, discussions, exercises, and assignments. When teachers deliver learning materials, there are still students who disturb their friends, are busy playing by themselves, joking, and not paying attention. Some students are not diligent when given assignments by the teacher and when the teacher asks students to come forward to answer questions, students feel afraid and confused because they do not understand the questions given so they ask their friends. When their friends do not tell the answer, students immediately answer they do not know without trying to answer according to their abilities. Then, when teachers create discussion groups, the results achieved are less than satisfactory because in the group not all students play an active role in solving the problems given.

One learning model that is able to increase student learning motivation in Natural and Social Sciences (IPAS) subjects is the *Problem Based Learning learning model*. According to (Amran & Said, 2025) *Problem Based Learning* is a learning model that emphasizes giving real problems to students, which must then be solved through group collaboration and active exploration. According to (Mayasari et al., 2022) the goal of *Problem Based Learning* is to develop critical thinking skills, problem-solving skills, independent learning, and social skills that cause students to be active in acquiring knowledge on their own. Meanwhile, according to (Rahmayanti Dewi & Afrinaldi, 2020) the goal of *Problem Based Learning* is that problem-based learning aims to help students develop thinking skills and problem-solving skills, learn the role of adults authentically, enable students to gain confidence in their own abilities to think and become independent learners. How importance learning model steps *Problem Based Learning* according to (Adrillian & Noriza, 2024) existence introduction the teacher delivers objective learning, necessary needs participant educate, and provide motivation to participant educate. So, can follow learning with active in every stages settlement problem, organize participant educate for learning and teacher help participant educate in organize or define participant educate in task study related with the given problem, guidance in teacher inquiry guides and encourages participant educate in appropriate investigation and data collection with given problems, development and presentation results teacher's work helps participant educate in do planning and presentation results work in accordance report settlement problems , analysis and evaluation of teachers help participant educate in reflect or evaluate to results work or investigation from given problem.

2. RESEARCH METHODOLOGY

This study used a classroom action research (CAR) design consisting of two cycles, each consisting of one meeting, and a test at the end of each cycle. Each cycle consists of planning, implementation, observation, and reflection. The research subjects were 20 third-grade students of SDN 057185 Bungara in

the 2025 academic year. This number consisted of 8 female students and 12 male students. The data collected in this study are in the form of (a) data on the implementation of learning by applying the *Problem Based Learning model* , containing indicators of the implementation of the learning model; (b) data on student learning motivation, obtained from a questionnaire compiled based on aspects measured by Likert scale **.** This scale assesses the desired attitudes or behaviors of the researcher by asking respondents several statements. Respondents then provide answers or responses on a provided scale, such as often, sometimes, rarely, and never. Answers to these statements are scored sequentially as 4, 3, 2, and 1. The following formula was used to analyze the data obtained in the study.

$$N = \frac{\text{Jumlah skor yang diperoleh x } 100\%}{skor\ maksimum}$$

Table 1. Criteria for Assessing Teacher and Student Activities

Percentage	Criteria
86% - 100%	Good Very
71% - 85%	Good
56% - 70%	Enough
41% - 55%	Not enough
<40%	Very Not enough

For the data obtained from the questionnaire results, it was then analyzed classically using the following formula:

$$P = \frac{\sum X}{N} x\ 100\%$$

Information:
P = Percentage figure of learning motivation
$\sum X$ = Number of Motivated Students
N = Number of Respondents

Table 2. Learning Motivation Assessment Criteria

Percentage	Criteria
80% - 100%	Very Motivated
66% - 79%	Motivated
52% - 65%	Quite Motivated
38% - 51%	Not enough Motivated
24% - 37%	Not enough Very

3. RESULT AND DISCUSSION

Cycle I

This research was conducted in class III of SDN 057185 Bungara with a total of 20 students. The research process was carried out in two cycles, each consisting of the planning, implementation, observation, and reflection stages. The observation stage was carried out by the researcher simultaneously with the learning process to observe all teacher and student activities during the science learning activities using the *Problem Based Learning* (PBL) learning model. The implementation of observations was carried out based on an observation sheet that had been prepared by the researcher in consultation with the supervising lecturer. Next, the observation sheet containing statements was filled in by giving a check mark in the column provided.

Teacher Activity Observation Results

During the learning process, the teacher's activities in implementing the *Problem Based Learning model* were observed by observers. The results of the teacher's observations are presented in the table. following This :

Table 3. Results of Observations of Teacher Activities in Cycle I

Score acquisition	Maximum Score	Percentage	Criteria
45	76	59%	Enough

Source: Research Results 2025

From the table above, based on observations of teacher activities during the learning process, overall teaching was not optimal. This is evident from the score obtained in Cycle I, which was 45 out of a maximum score of 76, with a percentage of 59%, categorized as sufficient. However, there are still several aspects that need to be improved. the next meeting. Such as the teacher's ability to provide apperception to students and the teacher's ability to explain the procedures for implementing learning activities using the *Problem Based Learning model* .

Student Activity Observation Results

The results of student activity observations provide a snapshot of student activity during the learning process. Overall, student activity was not optimal. The results of student observations are presented in the table. following This :

Table 4. Results of Observations of Student Activities in Cycle I

Score acquisition	Maximum Score	Percentage	Criteria
39	56	69%	Enough

Source: Research Results 2025

From the table above, it can be seen that the observation score for student activities in cycle I was 39 out of a maximum score of 56 with a percentage of 69%, which is categorized as quite good. However, improvements are still needed in the next cycle so that the application of the *Problem Based Learning model* to increase the motivation to learn science in Grade III students of SDN 057185 Bungara can be in accordance with what was previously planned.

Motivation to Learn Science

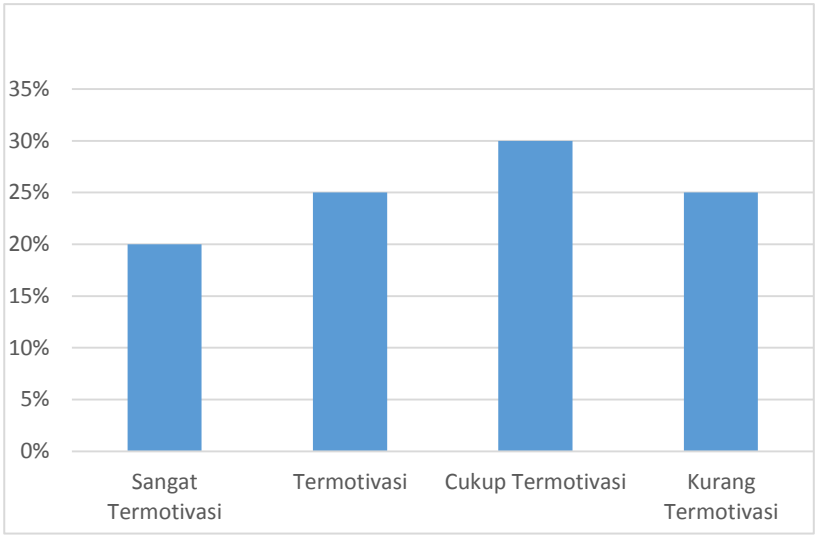
In cycle I, students' motivation to learn science using the *Problem-Based Learning model* increased. The percentage in cycle I was 69%. The following table shows students' motivation to learn mathematics in cycle I.

Table 5. Motivation for Learning Science in Cycle I

Criteria	Number of Students	Percentage
Highly Motivated	4	20%
Motivated	5	25%
Quite Motivated	6	30%
Lack of Motivation	5	25%
Amount	20	` 100%

Source: Research Results 2025

Based on the table above, the increase in motivation to learn science is as follows: For student learning motivation with a percentage of 80% - 100%, there are 4 students in the highly motivated category. For student motivation with a percentage of 66% - 79%, there are 5 students in the motivated category. For student learning motivation with a percentage of 52% - 65%, there are 6 students in the moderately motivated category. For student learning motivation with a percentage of 38% - 51%, there are 5 students in the highly motivated category. Furthermore, to make it clearer, the results above are presented in the following graphic form :



Picture 1. Motivation Study IPAS Cycle

These results do not meet the success criteria (good category). Improvements are needed in aspects of teacher and student activities, as well as strategies for increasing learning motivation.

Cycle II

Teacher Activity Observation Results

During the learning process, the teacher's activities in implementing the *Problem-Based Learning model* were observed by observers. The results of the teacher's observations are presented in the following table:

Table 6. Results of Observations of Teacher Activities in Cycle II

Score acquisition	Maximum Score	Percentage	Criteria
64	76	84%	Good

Source: Research Results 2025

Based on the table above, observations of teacher activities carried out during the learning process show that overall teaching has been optimal. This can be seen in the second cycle, the score obtained was 64 out of a maximum score of 7.6 with a percentage of 84% in the good category. Based on teacher activities in this second cycle, the shortcomings of teacher activities in the first cycle have been overcome, this is seen from the teacher who very well explained the implementation procedures for the *Problem Based Learning learning model* .

Student Activity Observation Results

The results of student activity observations provide a snapshot of student activity during the learning process. Overall, student activity was optimal. The student observation results are presented in the following table:

Table 7. Results of Observations of Student Activities in Cycle II

Score acquisition	Maximum Score	Percentage	Criteria
54	56	96%	Very well

Source: Research Results 2025

Where there was an increase in cycle II, From the table above it can be seen that the observation score of activity in cycle II was 54 out of a maximum score of 56 with a percentage of 96% in the very good category. Based on the observation results, it has been shown that student activity in the learning process is in the very good category.

Motivation to Learn Science

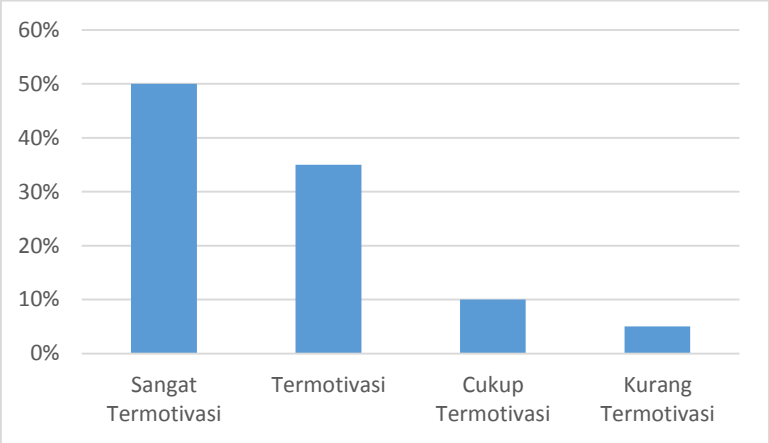
Increased when implementing the *Problem-Based Learning model. The percentage* in cycle II was 96%. The following table shows students' motivation to learn science in cycle II:

Table 8. Motivation for Learning Mathematics Cycle II

Criteria	Number of Students	Percentage
Highly Motivated	10	50%
Motivated	7	35%
Quite Motivated	2	10%
Lack of Motivation	1	5%
Amount	20	` 100%

Source: 2025 research results

Based on the table above, the increase in motivation to learn science is as follows: For student learning motivation with a percentage of 80% - 100%, there are 10 students in the highly motivated category. For student motivation with a percentage of 66% - 79%, there are 7 students in the motivated category. For student learning motivation with a percentage of 52% - 65%, there are 2 students in the moderately motivated category. For student learning motivation with a percentage of 38% - 51%, there is 1 student in the highly motivated category. Furthermore so that more clear results in on poured in the following graphic form:



Picture 2. Motivation Learning Science Cycle II

Table 9. Increasing Motivation to Learn Science in Cycle I and Cycle II

Observed values	Cycle I	Cycle II	Improvement
Motivation **Student Learning**	15 Students 75%	19 Students 95%	5 Students 25%

Source: Research Results 2025

Significant improvements in teacher and student activity and learning motivation. The questionnaire results showed that 19 students (95%) were motivated, a 25% increase from 75% in cycle I. This research was declared successful in cycle II because all success indicators were achieved. The results of the study were obtained from the results of the observation sheets of teacher and student activities and the questionnaire of student learning motivation in science. This classroom action research was conducted in two cycles. Based on the results of the observation sheets of teacher activities from cycle I and cycle II, there was an increase in the learning process. The results of the observation of teacher activities in implementing the *Problem Based Learning* (PBL) learning model obtained 59% with sufficient criteria. While in cycle II, there was a significant increase with a percentage of 84% with good criteria. Based on the results of the observation sheets of student activities from cycle I and cycle II, there was an increase in the learning process. Where the results of student observations in cycle I obtained a percentage of 69% with sufficient criteria, while in cycle II, student activities increased to a percentage of 96% with very good criteria.

4. CONCLUSION

The Problem Based Learning (PBL) model to third-grade students of SDN 057185 Bungara has been proven to significantly increase student learning motivation. This model makes students more active, creative, and enthusiastic in participating in science learning. Therefore, PBL is highly recommended for use in elementary school learning to improve the quality of learning and student motivation. This can be seen from the average obtained in cycle I, which obtained a percentage of 69% with sufficient criteria, while in cycle II student activity increased to a percentage of 96% with excellent criteria.

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