Application Problem Based Learning (PBL) to Increase Results Study Economicsin Class XI OTKP SMK Negeri 1 Majo

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ABSTRACT

Objective study This is For study And describe application model *Problem Based Learning (PBL)* learning as a method to improve results Study chemistry. Study qualitative This use method *literature review* that is look fortheoretical references that are relevant to the case or problem by tracing the sources source of writing that has been written before. Secondary data analysis techniques use quantitative descriptive approach, in the form of data on student learning outcomes in Economics subjects. Collection technique data is documentation i.e. tracking written sources containing various themes and topics discussed. Data sources come from books, online journal articles, Internet, seminar, results study, And data Which related with material study. Study This is done by analyzing the relationship data between the application of the *Problem Based model Learning* (PBL) with results Study student on eye lesson Economy. Research result shows that the application of the *Problem Based Learning* (PBL) model can improve results study Economics.

Keywords : Problem Based Learning , Results Study Economy

Introduction

Economic subject matter is one of the scopes of social science learning which focuses on the teacher's ability to develop students' understanding abilities, especially in studying economic events and economic problems. Through economics learning, students are expected to be able to understand facts that occur in the field, economic events that occur in their environment as well as knowledge of how to think and the ability to assess excellence in economic activities. Economic subjects are subjects that originate from economic behavior in the social life of society which are selected using economic concepts which are used for learning purposes . There are 2 scopes of economics, namely microeconomics and macroeconomics . Microeconomics or microeconomics. Economics studies small (micro) parts or individual aspects of economic activity. School is a formal educational institution where the learning process takes place to guide, educate and train students. The implementation of the learning process at school is regulated according to the applicable curriculum. The current curriculum is the 2013 Curriculum . The 2013 curriculum is intended to create competent graduates. At school, various subjects are taught, one of which is economics . Students need to study economics subjects secondary schools to equip students with abilities think logically, analytically, systematically, creatively, and the ability to collaborate. Students' success in achieving satisfactory economic learning outcomes is the teacher's success in designing/designing and implementing the learning process. Sanjaya (2009;: 174) explains that learning process planning includes a syllabus and learning implementation planning which includes at least learning objectives, teaching materials, and learning methods, media and learning resources and evaluation. Based on the explanation above, it can be concluded that one of the factors that influences the success of the economics learning process is the use of learning models. The learning model that will be applied in the learning process must be adjusted to the criteria: objectives, lesson material or

content, condition of students, teaching staff, time and facilities that can be utilized. The application of the PBL model can develop students' economic learning problem solving abilities. Students will be able to work together in solving problems and will be braver to ask questions and express their ideas. The application of the PBL learning model can improve learning outcomes and problem solving skills in economic learning. Economic learning problem solving ability is the ability to solve problems in previously unknown situations using the knowledge, skills and understanding that have been obtained. Problem solving ability is the ability to carry out several activities such as observation, understanding, experimenting, estimating, discovering and reviewing to determine a method or approach to solving a problem. Reasoning is an effort to connect known facts through a thought process to reach a conclusion (Nurfitriyanti, 2016).

In reality, there are still many teachers who dominate the learning process. The teacher is the only source of learning and students only receive learning material, so student activity in learning is low and students' thinking ability in solving economic problems is low. This is not in accordance with Curriculum 2013 based learning . I have proven this situation myself when carrying out the learning process in class X (ten) OTKP SMK Negeri 1 Mazo. Complete results of direct observations when carrying out Teaching and Learning Process Activities (KBM) in class X (ten) the following data was obtained:

1. Based on the results of observations, it was found: (a) Learning activities carried out previously used conventional methods (b) In the learning process, students only listen and note down the learning material presented by the teacher so that students tend to be passive (c) Students rarely ask questions during the learning process (d) Lack of student activity in the learning process (e) Limited facilities and infrastructure that support learning (f) The average student learning outcomes are still poor (g) Have never implemented Learning Strategies to Improve Thinking Ability.
2. The results of interviews with several class X (ten) students said that: (a) Students think that economics is a difficult subject (b) Lack of student interest and motivation in studying economics (c) Lack of student involvement in the learning process (d) economic questions given by the teacher.

Based on the background of the problem that has been described, the researcher identified the problem as follows: (1) Learning activities carried out previously used conventional methods (2) In the learning process, students only listen and note down the learning material presented by the teacher so that students tend to be passive (3) Students rarely ask questions during the learning process (4) Lack of student activity in the learning process (5) Limited facilities and infrastructure that support learning (6) The average student learning outcomes are still poor (7) Never implemented a *Problem Based model strategy Learning* (PBL) (8) Students think that economics is a difficult subject (9) Lack of student interest and motivation in studying economics (10) Lack of student involvement in the learning process (11) economic questions given by the teacher. From a number of problem on Which according to writer must resolved moreover formerly is on aspect pedagogy about motivation Study participant educate Which low. After An analysis was carried out on the lack of student motivation to learn through various means source literature And interview, so can determined reason problem Which in accordance with condition education units as following :

1. Learning activities carried out previously used conventional methods.
2. In the learning process, students only listen and note down the learning material presented by the teacher so that students tend to be passive.
3. Students rarely ask questions during the learning process.
4. Lack of student activity in the learning process.
5. The average student learning outcomes are still poor.
6. Never applied the *Problem Based model Learning* (PBL).
7. Students think that economics is a difficult subject.
8. Lack of student interest and motivation in studying economics
9. Lack of student involvement in the learning process.
10. economic questions given by the teacher.

From several causes of the problem, it can be concluded that the root cause of the problem low motivation Study participant educate that is influence use gadget or not enough control to use gadget, learning Which done No centered on participant educate And style Teacher teach not enough challenge and pleasant. Learning Which can It is said that optimal learning is where Teacher No just explaining just but learners Which should more active For look for know And build Alone his knowledge And role Teacher as facilitator And motivator, matter the aim so that students become more independent/skilled And active on moment learning ongoing.For create learning Which optimal must think about appropriate approach and media with material. Main task Teacher is organize activity learning Which possible happen interaction optimal between learners with participants educate or participant educate with Teacher or vice versa. Anyway nice and ideally education, however in full means And infrastructure education without balanced with ability Teacher in implement it, so process learning will not enough meaningful. Teacher given freedom For utilise various approach And learning methods Which can grow interests,

skills process, attention, And activeness of students so process learning become more meaningful. (Ministry of National Education, 2006). Joyce (in Trianto, 2007) stated that model learning is something framework conceptual Which depict procedure Which systematic in organize experience Study For reach objective certain And works.

According to Barrows (1992) Learning based problem (PBL) is something method learning Which based on principle utilization problem- problems as a starting point for the process of obtaining and integrating a knowledge new. PBL is learning Which administered with method serve something problems, submit questions, facilitate investigation, And open room dialog. Writing This try make paper model problem-based learning (PBL) in carrying out sub-course assignments Education Citizenship. Refer explanation previously, writer mean carry out literature studies in order to understand conceptual, procedural and assessment for apply PBL. Problem Based Learning is learning Which delivery performed with method presenting a problem, asking questions, facilitate investigation, And open dialog. Problem Which studied should is problem contextual Which found by participant educate in life daily (Sani, 2018). Problem Based Learning is model learning Which starting from problems that occur in real life, then analyzing them, finding solutions problem through knowledge. With thereby deliver participant educate own experience concrete, build ability think level tall with look for knowledge yourself to solve problem. Learning based problem based on theory psychology cognitive especially based theory Piaget And Vigotsky (*constructivism*). According to theory constructivism, Students learn to construct their knowledge through interaction with their environment. Learning based problem can make participant educate Study through effort solution problem world real (*real world problem*) in a way structured For construct knowledge participant educate. Learning This demand participant educate For actively carry out investigations in solving problems and the lecturer plays a role facilitator or mentor. Learning will can form ability think level tall (higher orders thingking) And increase ability participant educate For think critical. Pannen (2001) give instruction instruction steps in application learning based problem that is: (i) identify problem, (ii) gather data, (iii) analyze data, (iv) solve problem based on on data Which There is And the analysis, (iv) choose method for solve problem, (v) plan application solution problem, (vi) do trials to plan Which set, and (vii) take action (*action*) For solve problem.

Harold Koontz in Moekijat (2001) explains "motivation as an urge and efforts to fulfill or satisfy a need or achieve a goal". Motivation is a condition that causes or gives rise to certain behavior and that give direction And resilience (persistence) on Act in demand the. Therefore motivation Study somebody will influence results Which will achieved by somebody. Motivation Study is trend participant educate in do activity learning that is driven by the desire to achieve the best possible achievements or learning results (Nashar, 2004). By general encouragement Study Can appear Because exists Spirit from in self, nor influence from outside. Spirit from in self form want Which lead to achieving future goals, while encouragement from outside takes the form of a learning atmosphere, environment Which conducive And promising. Motivation Study is encouragement internal And external to students who are learning to make changes Act in demand, on generally with a number of indicator or element Which support (Hamzah, 2017). Matter That have role big in success somebody in Study. Motivational indicators learning can classified as follows: (1) exists desire And desire succeed; (2) exists encouragement And need in Study; (3) exists future hopes and aspirations; (4) there is appreciation for learning; (5) the existence of activities Which interesting in Study; (6) exists environment Study Which conducive, so that allows a student to learn well. Studying is very necessary there is motivation. Learning outcomes will be optimal if there is motivation. The more precise the motivation Which given, will increasingly succeed also lesson the. According to Sardiman (2018) say that Motivation Study is encouragement from in self Alone (intrinsic) and also other factors (extrinsic) for learning in order to achieve goals. Motivation to learn showed with indicators Which leads on want you know, need understand material in a way wide, And hope period front in Study.

Research Methodology

Type study This use study action class or *Classroom Action Research* . with method qualitative Which explore A draft in A problem study. Hidayat And Badrujaman (2012) state that study action is Wrong One strategy Which utilise action real And process development ability in detect And solve problem Study Action Class (PTK) study Which done by Teacher in in his own class through self-reflection, with the aim of improving his performance as teachers, so that students' learning outcomes improve (Wardhani and Wihardit. 2012) The subjects of this research were students of Class participant educate. Object study This is method discussion group And results Study

Results and Discussion

Activity Which done For evaluate process and/or learning outcomes (*Assessment of Learning*) participant educate as following:

1. Knowledge assessment: through assignments and during proposed learning activities question open Which require learners to reflect, formulate question, And discuss. Matter it would help to know the extent learners has understand the material provided and can explore understanding participant educate.

2. Skills Assessment: Using observation sheets when students perform problem solving discussions and when presenting the results of group discussions in front of class.
3. Attitude assessment: carried out by observation or observation during the learning process taking place

The results and benefits obtained from each assessment can be described as following: Mark knowledge Based on the results obtained from the knowledge assessment activities can be known The average score of students is 89, this shows that some students pass KKM with participant educate Which obtain mark most tall is 100 And mark most low 65. Data on table attached show that results Study participant educate Already experience repair with model learning *Problem Based Learning* seen from value acquisition participant students who reach the KKM 70 and students which has not been past KKM as much 2 person. So that objective learning which was made Already can be achieved in accordance with Good. As guidelines for designer learning And the teachers in planning And carry out process learning. Application teachings Tut wuri handayani too is a real existence which is meaningful for today's humans in order to pick up period front. Wrong One model learning that can be applied is the model *Problem Based Learning* (Learning Based Problem). Model Problem Based Learning is model learning Which involve learners in solving problem real. Model This cause motivation and flavor want to know become increase. The PBL model also provides a platform for participants educate For can develop method think critical and thinking skills Which more high (Gunantara, 2014). *Problem Based Learning* (Based Learning Problem) give chance to participant educate For disclose idea explicitly, give experience Which relate with idea Which has owned participant educate. So that participant educate encouraged For differentiate And combine idea about phenomenon Which challenge. Model learning PBL This encourage students to think creatively, imaginatively, reflectively, about models and theories, introduce ideas on moment Which appropriate, try idea new, push learners to obtain trust self. *Problem Based Learning* (PBL) is something process learning which starts from the problems found in a environment work (Muhson, 2009). Based on exposure in on, so in study This take title about Application Model Learning *Problem Based Learning* For Increase Motivation Learn Participants Educate on Production Economic Activities Class X OTKP SMKN 1 Mazo.


Knowledge Assessment Diagram
- Tidak Tunatas 11%
- Tuntas 89%
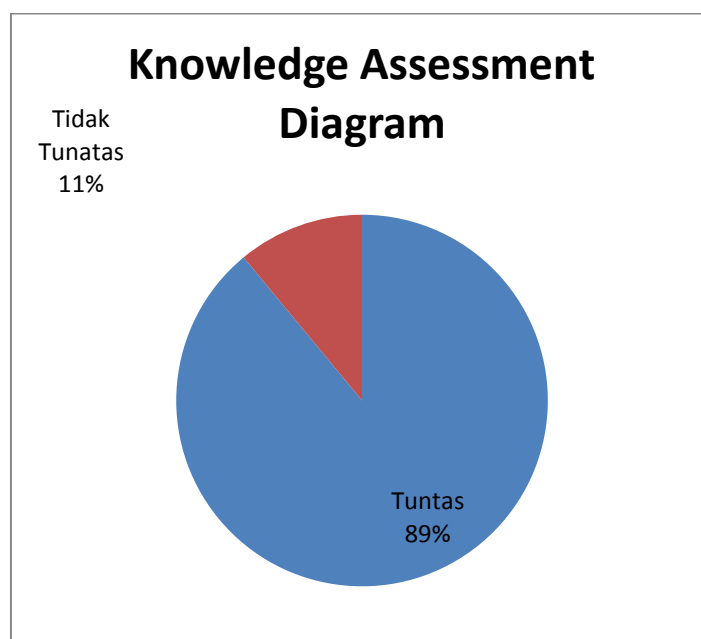
Attitude Assessment

Evaluation attitude done on moment learning taking place. Based on results analysis, assessment. Students' attitudes are observed according to the rubric that has been created average 83.25. There is three category assessment is:
1. Category A is very Good, with intervals mark end 91-100 as much 14 person.
2. Category B is Good, with intervals mark 81-90 as much 5 person.
3. Category C is Enough, with intervals mark 71-80 as much 1 person.

So concluded that evaluation Skills Which done during learning progress has been carried out well and in accordance with rubric skills assessment Which made.

Attitude Assessment Diagram
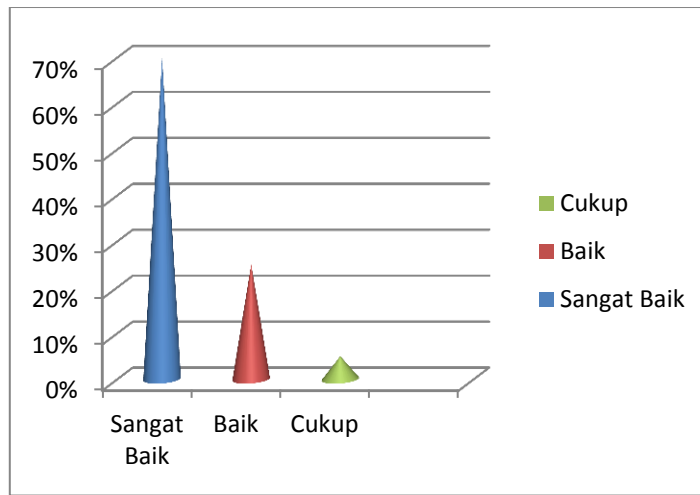
Evaluation Skills

Evaluation Skills done on moment learning ongoing, ie on moment participant educate present results discussion his group with average 84.1. Results evaluation categorized as become 3 that is:

1. Category A is very Good, with intervals mark end 91-100 as much 16 person.
2. Category B is Good, with intervals mark 81-90 as much 3 person.
3. Category C is Enough, with intervals mark 71-80 as much 1 person.
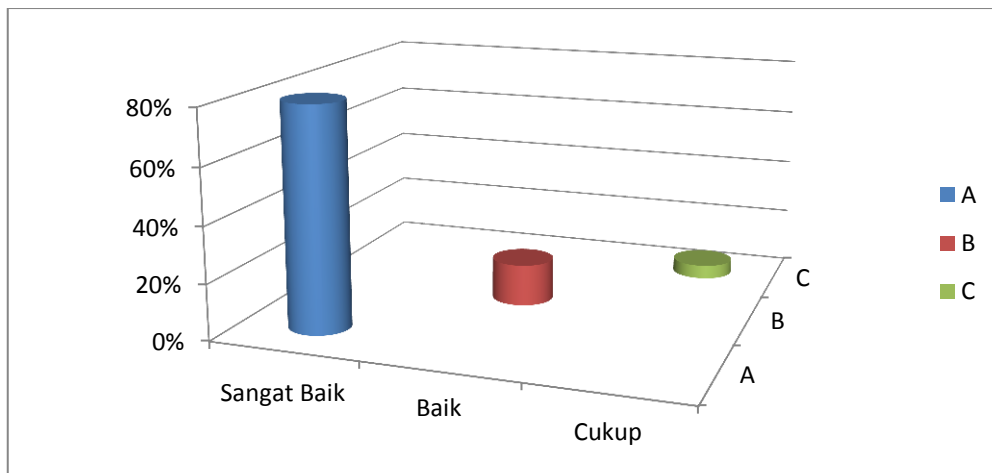
Benefit Which felt participant educate is :

1. Participant educate can know progress learn it, matter This can seen from results Study Which obtained each participant educate (ability knowledge)
2. Participant educate can cooperate with Good in discussion group, discipline indo task appropriate time (ability attitude)
3. Participant educate can convey material And control material presentation with Good(ability Skills)

Benefit Which felt Teacher is :

1. Teacher can know progress Study participant educate
2. Teacher can know problems and difficulties faced by participant educate so that from this the teacher can design and compile a learning program appropriate For stimulating ability participant educate.

Thus, the implementation of the *Problem Based Learning* (PBL) learning model can help teachers provide as much information as possible to students For can develop ability think, solve problem, Skills intellectually, and working together in groups so that learning objectives can be achieved in accordance with hope. In activity evaluation, there is challenge Which can faced, among others is as following:

1. Evaluation Which Subjective

   Evaluation to participant educate nature subjective because difference analysis every participant educate. Matter This can become challenge For ensure evaluation Which consistent And fair.
2. Time Which Required

   Evaluation task presentation need time Which Enough to evaluate every presentation with carefully. This Can be a challenge If own Enough Lots participant educate in class or a number of project For assessed.

3. Understanding Which No Equally
4. No all participant educate Possible reach level understanding Which The same to material.
5. A number of participant educate Possible need more Lots help or guide For analyze replication virus with Good, And This can influence results evaluation

Challenge That Which cause a Teacher must go through it with various such ways increase their understanding of various assessment methods, incl method Which possible measurement comprehensive, Teacher can Work The same with fellow teachers to share experiences and ideas about assessment effective. Apply regular formative assessments in the learning process to provide feedback sustainable to participants educate. A number of plan follow carry on For repair process learning This is:

1. Analysis Results Evaluation

First, analyze results evaluation task presentation learners carefully. Identify patterns, strengths and weaknesses that emerge in the assessment results. This will help I as Teacher to understand how far students have achieved objective learning.

2. Bait Come back Individual

Provide individual feedback to each learner on their presentation. Then give praise for what they have done do with Good And recommendations for improvement. This can help students understand where they are need develop.

3. Reflection Class

Organize session reflection class in where I discuss assessment results overall with students. Then discuss what Which has succeed in learning and where there is room for improvement. This can help students understand the importance of evaluation in learning.

4. Collaboration

Encourage collaboration between teachers to share experiences and ideas about assessment effective. This can done through meeting periodically, group Work, or discussion collaborative in context development curriculum.

5. Repair Learning

Based on the results of the assessment and feedback, identify areas that need improvement in learning approaches/methods/strategies used. is There is aspect PBL Which need improved? Is There is change Which must applied on material learning?

6. Modification Rubric Evaluation

If necessary, modify the grading rubric for the presentation assignment in order more in accordance with objective learning And approach PBL. Then ensure rubric reflect with okay when which are expected from participant educate.

7. Training Addition

If There is Skills certain Which required For succeed in PBL, consider For provide training addition to learners. This can help they feel more Ready for tasks next.

8. Revision Plan Learning

Immediately after carry out analysis and take necessary actions, so will do revision plan learning Which used previously. Then repair necessary components based on results judgment and experience in teach material the

Conclusion

Refer on results study Which has done, can concluded that application of the *Problem Based Learning model* to Production material as an activity economy in Economics subjects to increase the learning motivation of Class X OTKP students Mazo State Vocational School 1 is:

1. Student activity increases through group discussions, this has an impact on results end mark participant educate Which increased significantly
2. Enhancement Results Study participant educate seen from enhancement mark average And percentage increase completeness results Study. Assess knowledge with an average equal to 87, attitude value with an average of 83.25 and skill value with average 84.1.

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