



Model Implementation *Problem Based Learning* (PBL) in Social Sciences (IPS) Subjects to Improve Dan's Interests Student Learning Outcomes

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ABSTRACT

Teachers play a central role in shaping the quality of education, and factors such as competence, well-being and work climate are interrelated, forming the basis for the success of the education system. Teacher competency, including pedagogical, personal, social and professional aspects, is identified as the main pillar in creating a conducive work climate. Teacher share public cloud during This understood as person Which his job teach. Shift understanding Teacher from person Which his job teach become professional educators, but for some people it may not be that big of a problem. Teacher own influence Which outside normal for direction development education in Indonesia shift understanding to Teacher from teach become educator Already become legal decisions in Indonesia that have been ratified both regulations regarding Teachers and Lecturers. The law describes teachers as professional educators rather than as people whose job is to teach with the skills of professional staff. Students will be encouraged to learn when they have the motivation to learn. 1) Strong will to do, 2) Amount time Which provided For Study, 3) Willingness leave obligation or task Which other, 4) Perseverance in do task. Grow motivation Study student is Wrong One technique in develop ability And will Study. Wrong One method Which logical For motivation student in learning is hook experience Study with student motivation. Teachers as people who teach students are very interested inthis problem. So as teachers or prospective teachers, we must always try as much as possible to increase learning motivation, especially for students who experience difficulties in learning by using various efforts that can be carried out by the teacher, namely 1) Clarify objective Which want to achieved. 2) Awaken motivation student. 3) Create a pleasant atmosphere for learning. 4) Using a variety of presentation methods interesting. 5) Give reasonable praise for each student's success. 6) Give an assessment. 7) Give comment to results work student. 8) Create competition And cooperation .

Keywords : Problem Based Learning , Interest Study Student, Learning Social

Introduction

The interaction process between teachers and students is an important factor in the success of the learning process in the classroom. The demand for teacher professionalism is the main indicator that is always a demand in the world of education in order to improve the quality of education in line with current developments. Grow motivation Study student is Wrong One technique in develop ability And will Study. Wrong One method Which logical For motivation student in learning is hook experience Study with student motivation. Teachers as people who teach students are very interested inthis problem. So as a teacher you should always try as much as possible to be

able to increase student learning motivation, especially for students who experience difficulties in study. The problems identified by the author are in several dimensions of learning, including in the areas of assessment and literacy. In this field, students' reading ability is very low. This also influences the results of the Student Worksheet (LKPD) assessment that has been presented. Then in the pedagogical field, monotonous and non-innovative learning applications reduce students' learning motivation, which results in low student learning outcomes. In line with that, the lack of innovation and variety of learning media also greatly influences students' learning motivation. After exploring the causes of the problem, the cause of the problem above was found, which also became the limitation of the problem in this journal, namely the less than optimal application of learning methods and models, in this case the *Problem Based Learning* (PBL) learning model during learning. Based on this, the author gave this journal the title; **Model Implementation Problem Based Learning (PBL) In Social Sciences (IPS) Subjects to Improve Dan's Interests Student learning outcomes.**

According to **Cholifah Tur Rosidah**, in his journal entitled "*Application of the Problem Based Learning Model to Develop Higher Order Thinking Skills in Elementary School Students*" (2018. Pg. 69) states: Implementation of the PBL model consists of five main steps, including:

- a) Orientation of students to the problem, at this stage the teacher provides an explanation regarding the learning objectives, needs or logistics required, and provides motivation for students to actively participate in each stage of problem solving activities.
- b) Organizing students in learning, at this stage the teacher organizes students by providing assistance in defining and organizing learning tasks related to problem solving.
- c) Guidance for individual and group investigations, at this stage the teacher motivates and guides students in collecting appropriate data. Apart from that, teachers also guide students in carrying out experiments to obtain explanations for solving problems.
- d) Development and presentation of work results, at this stage the teacher guides students in planning and preparing the presentation of work results according to problem solving reports such as prototypes, videos, images, presentation documents, and others.
- e) Analysis and evaluation of the problem solving process, at this stage the teacher guides students in the process of reflection and evaluation of the investigation processes in solving the problem that have been implemented.

According to **Shinta Puspita Sari, Uus Manzilatusifa, Sungging Handoko** in their journal "*Application of the Project Based Learning (PjBL) Model to Improve Students' Creative Thinking Abilities*" (2019, p. 130) said that the Project Based Learning learning model has advantages that were visible when the research was carried out, including the following:

1. All learning activities become more meaningful for students, because there is very valuable experience when carrying out work on making business products so that it can create an entrepreneurial spirit in students with their creative thinking abilities.
2. Changing students' mindset from a narrow one to a broader and more comprehensive one in viewing and solving the problems they face.
3. Students can apply integrated knowledge, attitudes and skills, which are expected to be useful in everyday life.
4. In accordance with modern principles, namely paying attention to individual abilities in groups, learning materials cannot be separated from real life, the development of creativity, and experiences that are inseparable between theory and practice.
5. With this Project Based Learning model, students' creative thinking abilities will improve more than before using this model.
6. Increasing good creative thinking skills will also create better learning outcomes.

Based on the results of an interview with the Mandailing Natal Regency Elementary/Middle School Supervisor, Zulkarnaen Tanjung, S.Pd, M.Pd said that the cause of the low interest and learning outcomes of students was that the implementation of the learning model presented by the teacher was less innovative, so that students were not enthusiastic about following the lessons. It is better for teachers to apply the Problem Based Learning (PBL) model, because this learning is student-centered and students can also exchange knowledge with each other, thereby providing new knowledge to students. This was also conveyed by Husin Pulungan, S.Pd, as a colleague and driving teacher, who said that the low demand for students to learn was due to the implementation of the learning model given by the teacher which was less innovative, resulting in low student motivation to learn. Besides that, the methods used are also not varied. Innovative teaching media is also no less important for inspiring and increasing

students' learning motivation. Teachers should choose an innovative learning model, one example is *the Problem Based Learning* (PBL) model. This model can inspire students' critical reasoning because it is problem-based.

Research Methodology

This type of research is classroom action research (PTK), with qualitative methods that explore a concept in a research problem. The research location was carried out at SMP Negeri 3 Lingga Bayu One Roof in November. The research subjects used were a population of 20 class VII students, with a research sample of 15 people.

Results and Discussion

In learning assessment activities using *assessment of learning* or assessment of results Study. The assessments carried out include assessing knowledge, attitudes and skills. Evaluation knowledge by using a written test with descriptive questions after learning is complete, Skills assessment using a rubric in the form of an observation sheet . When students carry out problem solving discussions and when presenting the results, Teacher do evaluation in sheet observation. Evaluation attitude with use technique Observation with an instrument in the form of a journal during the lesson is taking place, the teacher assesses attitudes student. Based on analysis results Study can is known mark average student is 70 because student Which get mark on KKM Already exceed from 75 .5 % namely 1 6 student And student Which get mark in lower KKM as much 2 student with present e 2 0 % . Mark highest is 90 and the lowest score is 4 0. The data in the table (attached) shows that the student learning outcomes are good experience repair with use model learning *Problem B ased L earnings* (PBL). Some of the challenges that occur are: Assessing student progress comprehensively and accurately is the main challenge. Teachers need to measure various aspects such as knowledge, skills, attitude, And understanding draft, evaluation done in a way consistent between Teacher And during varying time periods can be a challenge. Teachers need to ensure that assessment standards applied consistently, formative assessment in learning requires time and effort addition. Teacher must track progress student And designing intervention Which in accordance. This challenge causes a teacher to overcome it in various ways, such as: increase understanding they about various method evaluation, including method possible measurement comprehensive, Teachers can work together with fellow teachers to share experience And idea about evaluation Which effective. Apply evaluation formative in a way routine in process learning For give bait come back sustainable to student.

Evaluation Which Already done Already show evaluation Which comprehensive Because evaluation This covers various aspect And component Which related with subject or assessed skills, measuring student achievement in a subject or skill certain. Based on the data above, the following student learning outcomes data are obtained:

1. 12 students completed (80% completion)
2. 3 students did not complete (20% incomplete)
3. The student's highest score is 90
4. The student's lowest score is 60

For solve problem in assessment a teacher has to go through it variously method like increase understanding they about various method evaluation, including method that allows comprehensive measurement, Teachers can collaborate with colleagues Teacher For share experiences and ideas about effective assessment. Applying judgment formative regularly in the learning process to provide continuous feedback to student. The follow-up plan for this research is as follows:

1. Push collaboration between Teacher For share experience And idea about effective assessment. This can be done through regular meetings, groups work, or collaborative discussions in the context of curriculum development.
2. Apply evaluation formative in a way routine in process learning For provide ongoing feedback to students.
3. Make rubric evaluation Which clear And structured For guide process consistent and objective assessment .
4. Integrate technology in process evaluation. This Can covers use device soft evaluation, platforms online, or tools Which can assists in collecting, analyzing, and tracking assessment data.

Conclusion

Based on the research that has been carried out and the data obtained, researchers can draw the following conclusions: (1) Social Sciences learning, students can improve critical thinking skills in learning (2) Through the application of the problem based learning model in Social Sciences learning , student learning outcomes can be improved (3) The increase in student learning outcomes after implementing B ased Learning P roblem was 20 % . The number of students who achieved KKTP at the end of the cycle was 12 students (80 %).

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