



## Increasing Students' Interest in Learning in Economics Subjects Through the Problem Based Learning (PBL) Method in Class XI of SMAN 2 Pasir Limau Kapas 2023 - 2024

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### ABSTRACT

This research aims to describe the increase in students' interest in learning economics subjects through the Problem Based Learning (PBL) method in class XI of SMAN 2 Pasir Limau Kapas . This research was carried out in 2 cycles. In Cycle 1 and Cycle 2 this research was carried out on 8 December 202 3 - 25 January 202 4 , at SMAN 2 Pasir Limau Kapas with the research subjects being class XI students in Economics for the academic year 202 3 - 202 4 totaling 36 people. In the first cycle, the percentage of students' learning completeness from Pre-cycle was 54.75, in the first cycle it increased to 79.25 and in the second cycle it became 88.25. The number of students who completed their studies also increased from pre-cycle, there were only 3 students, in cycle I there were already 25 students and in cycle II it increased again to 36 students, although not all students had completed their studies. Mastery of the material can be said to have increased because in the first to third lessons there was an increase from the first cycle of only 7.5 % , in the second cycle it increased to 62.5%. After students were given additional work by doing exercises and teacher guidance in cycle II, it increased to 62. % and after the second lesson, students were given additional assignments at home. Students who were able to master the learning material increased to 87.5%. Based on the increase in the percentage calculation, it can be concluded that learning using the Problem Based Learning (PBL) method can increase students' interest in Economics subjects in APBN and APBD material. This is proven by the increase in each cycle.

**Keywords:** Interest in Learning, Learning Outcomes, PBL (Problem Based Learning) model

### Introduction

Economics subjects are often considered subjects that are of little interest among students. This can be seen in the evaluation scores obtained by class This happens because of the lack of student activity in classroom learning, APBN and APBD learning materials must involve analysis, so that students are required to be able to think critically in understanding it. In this learning activity the author uses the Problem Based Learning (PBL) learning mode. The author observed that several students had the ability and willingness to help their friends who had difficulty understanding the APBN and APBD. So that group discussions can be carried out involving students whose academic achievements are good enough to help other students who are still having difficulty understanding the lesson material. As a teacher, the author feels called to solve the problems faced in the learning process, including the low learning outcomes of students. The author feels he has found a solution, namely through the Problem Based Learning (PBL) learning method, it is hoped that students will be able to discuss in groups and be able to increase students' interest in learning about economic subjects. Based on the background above, indications of problems in

this research are: (1) Class XI students of SMA N 2 Pasir Limau Kapas received less than optimal scores (2) Students in class (3) Class XI students at SMAN 2 Pasir Limau Kapas tend to ask friends if there is something they don't understand (4) Some students as a whole are not active in learning economics subjects, especially APBN and APBD material. Based on the identification of problems faced by students, namely that students are less active in asking teachers, tend to ask friends, as well as learning limitations, the problem formulation in this research is: (1) How to increase the interest and activeness of students in class XI of SMAN 2 Pasir Limau Kapas in learning economics on APBN and APBD material? (2) Can the Problem Based Learning (PBL) method increase students' interest in learning in class XI SMAN 2 Pasir Limau Kapas in learning Economics in the material APBN and APBD? This research aims to: (1) Knowing the increase in student activity in class XI of SMAN 2 Pasir Limau Kapas in learning economics on APBN and APBD material (2) increase in learning interest of class. It is hoped that this research will be able to provide benefits to students, teachers and schools, either directly or indirectly, in an effort to improve the quality of student learning processes and outcomes, as well as improving the quality of education in general.

#### *Benefits for Students*

This research is expected to increase students' activities and learning outcomes in learning activities. It is hoped that this research can help students to understand the concepts of economic subject matter optimally.

#### *Benefits for Teachers*

It is hoped that the results of this research can add references/alternatives for teachers in choosing/preparing appropriate learning methods to improve students' abilities as expected.

#### *Benefits for Schools*

It is hoped that the results of this research can improve learning in the classroom in the form of increasing students' abilities in Economics subjects and other subjects and can also be used in other classes at SMAN 2 Pasir Limau Kapas.

Learning activities must be goal-oriented. The goal to be achieved in learning activities is change. The change that is expected from this learning activity is the development of the individual as a whole. The formulation that learning can be said to be a series of mental, physical, psychophysical activities leading to the development of the human person as a whole which involves elements of creativity, feeling and intention, cognitive, affective and psychomotor domains (Djamarah, 1991:21). Meanwhile, the factors that influence learning success are:

1. Internal factors, including
  - a) Biological (physical) factors  
Biological factors include everything related to the physical or physical condition of the individual concerned. The physical conditions that need to be considered are: 1) normal physical condition, 2) physical health condition.
  - b) Psychological factors  
Psychological factors that influence learning success include everything related to a person's mental condition. The mental condition that can support learning success is a steady and stable mental condition.
2. External factors  
External factors are factors that originate from outside the individual himself. External factors include family environmental factors, school environmental factors, community environmental factors, and time factors.

#### *Understanding Problem Based Learning*

According to Duch (1995) in Aris Shoimin (2014: 130) suggests that the meaning of the Problem Based Learning model is: Problem Based Learning (PBL) or problem-based learning is a teaching model characterized by the existence of real problems as a context for students to learn to think critically and problem-solving skills and acquiring knowledge.

#### *Characteristics of Problem Based Learning*

Based on the theory developed by Barrow, Min Liu (2005) in Aris Shoimin (2014: 130) explains the characteristics of Problem Based Learning, namely:

1. Learning is student-centered  
The learning process in PBL focuses more on students as learning people. Therefore, PBL is also supported by constructivism theory where students are encouraged to develop their own knowledge.
2. *Authentic problems from the organizing focus for learning*

The problems presented to students are authentic problems so that students are able to easily understand the problem and can apply it in their professional life later.

3. *New information is acquired through self-directed learning*

In the problem solving process, it is possible that they do not know and understand all the prerequisite knowledge, so students try to find it themselves through sources, whether from books or other information.

4. *Learning occurs in small groups*

In order for scientific interaction and exchange of ideas to occur in an effort to develop knowledge collaboratively, it is carried out in small groups. The groups created require a clear division of tasks and the implementation of clear goals.

5. *Teachers act as facilitators*

In implementation, the teacher only acts as a facilitator. However, teachers must always monitor the progress of students' activities and encourage them to achieve the targets they want to achieve.

## Research Methodology

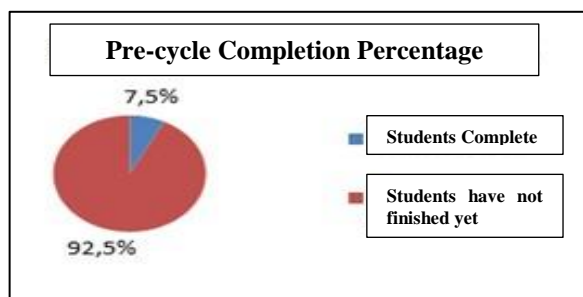
This research is classroom action research, namely research that aims to achieve student learning outcomes. This research was carried out at SM AN 2 Pasir Limau Kapas because the author taught at that school. The subjects of this research were students in class XI of SMAN 2 Pasir Limau Kapas , totaling 36 students. This research is planned to be carried out on December 8, 2023 – 25 January 2024. PTK is research that raises actual problems faced by teachers or lecturers in the field. Problems in the classroom or lecture room can be resolved or solutions can be found through Classroom Action Research (PTK). The term PTK is also known as *Classroom Action Research* . CAR is part of action research (*Action Research*). According to Suharsimi Arikunto ( 2006 ) explains classroom action research as an examination of learning activities in the form of actions, which are deliberately created and occur in a class simultaneously. PTK which is a scientific activity consists of Research-Action-Classroom. Learning is a process of change in human personality, and this change is manifested in the form of increasing the quality and quantity of behavior such as increasing skills, knowledge, attitudes, habits, understanding, skills, thinking power and other abilities (Hakim, 2004: 1). Literally learning means an activity carried out consciously to get a number of impressions from the material or something that has been studied (Djamarah, 1991:21).

## Results and Discussion

This research was carried out at SMAN 2 PASIR LIMAU KAPAS with research subjects being class XI students in the Economics subject for the academic year 2023 - 2024 , totaling 36 people. In this research, the teacher who acts as the writer tries to apply the Problem Based Learning (PBL) learning method through class XI economics lessons on APBN and APBD material. Study The classroom actions that have been implemented consist of 2 (cycles). The first cycle consists of two learning observations, each cycle consisting of 4 (four) stages, namely planning, implementation, observation and reflection. Learning actions in cycle I regarding APBN and APBD material in the APBN sub-theme. Learning actions in cycle II regarding APBN and APBD material in the APBD sub-theme. The description of the actions that have been taken is as follows:

### Initial Conditions (Precycle)

To find out the initial condition of students regarding Economics subjects in APBN and APBD material, researchers prepared learning tools consisting of lesson plan I, *pre-test questions* at the beginning of learning activities Teaching (KBM), *pre test* results can be seen in the table below:



**Picture 1. Pre-Cycle Completion Percentage**

Based on data as in the graph above , it can be seen from the learning results that 3 students (7.5%) have been able to complete the competencies studied and 92.5% of students have not completed them with an average score of 54.75. Referring to the research success criteria that have been set, namely 75% or a minimum score of 75, students have received a score equal to or more than the criteria of 75%, then student learning outcomes in the Pracycle have

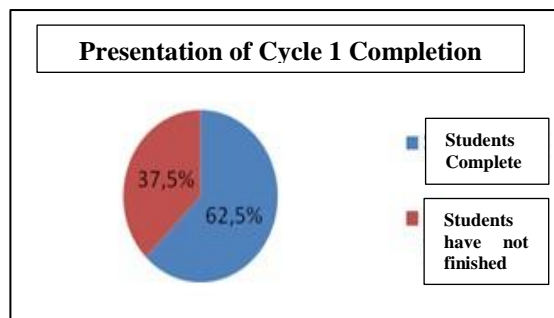
not met the criteria .

### Cycle I.

**Table 1. Percentage of Cycle I Evaluation Results**

No	Mark	Frequency	%
1	60	3	7.5
2	70	10	30
3	80	11	37.5
4	90	5	12.5
5	100	5	12.5
	<b>Amount</b>	<b>34</b>	<b>100</b>

In the first cycle of learning, the lowest score was 60 and the highest was 100.

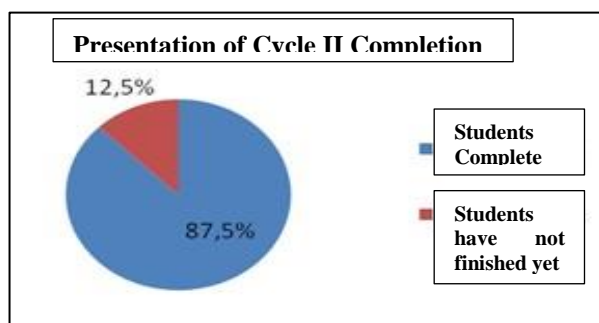


**Picture 2. Cycle 1 Completion Percentage**

Based on the data in the graph above , it can be seen that the learning outcomes of 21 students (62.5%) have been able to complete the competencies studied and only 37.5% of students have not completed them with an average of 79.25. These results show an increase in student learning outcomes in cycle I compared to Pre-cycle.

**Table 2. Percentage of Cycle II Post Test Results**

No	Mark	Frequency	%
1	70	5	12.5
2	80	9	22.5
3	90	14	35
4	100	12	30
	<b>Amount</b>	<b>40</b>	<b>100</b>

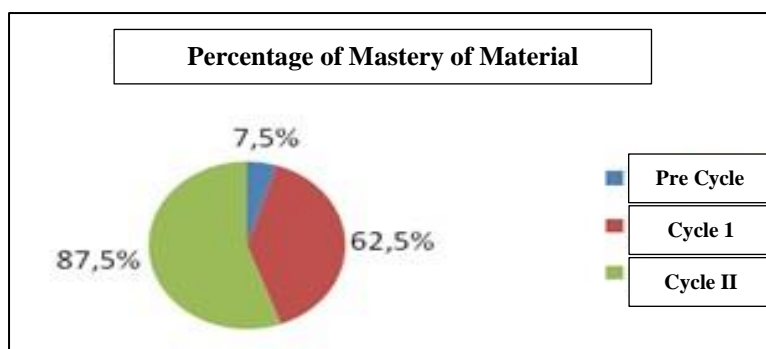


**Picture 3. Cycle II Completion Percentage**

Judging from the graph above , it can be seen that 29 students with a percentage of 80% of students have completed it and there are only 5 students who have not completed it. Completeness in cycle II rose to 87.5 % with an average of 88.25, this shows that Problem Based Learning (PBL) can improve student learning achievement.

**Table 3. Mastery of Material During Research**

	Cycle I	Emergence	
		Frequency	%
	Precycle	3	7.5%
	Cycle I	25	62.5%
	Sikus II	35	87.5%

**Picture 4. Percentage of Mastery of Material During Research**

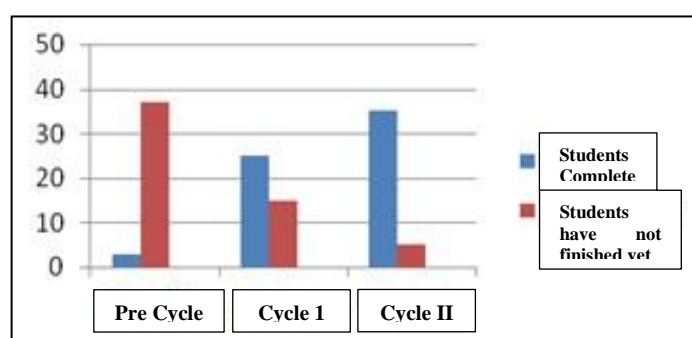
Based on the table above So the hypothesis proposed is that through the application of *Problem Based Learning* it can improve students' mastery of the material and can be accepted as truth. Mastery of the material can be said to have increased because in the first to third lessons there was an increase from the first cycle of only 7.5 % , in the second cycle it increased to 62.5%. After students were given additional work by doing exercises and teacher guidance in cycle II, it increased to 62. % and after the second lesson, students were given additional assignments at home. Students who were able to master the learning material increased to 87.5%. This is not far from the opinion of Usman (1993: 98) who said that factors that influence students to master the material include talent for learning something, quality of teaching, student persistence, ability to understand lessons and the time required for students to study.

*Problem Based Learning increases students' interest in learning*

The second research objective is to increase student learning achievement.

**Table . Student Learning Achievement during Research**

No	Cycle	Mark			
		Lowest	Highest	Amount	Average
1	Precycle	40	80	3	54.75
2	Cycle I	60	100	25	79.25
3	Cycle II	70	100	35	88.25

**Picture 5. Mastery of Learning during Research**

Based on table 5, it can be seen that there has been an increase from Cycle I to cycle II, This can be seen from the students' scores, who in Cycle I got the lowest score of 60 and in Cycle II the lowest score was 70 and the highest was 100. So it can be said that the proposed hypothesis, namely that through the application of Problem Based

Learning (PBL) can increase students' interest in learning can be accepted as true. Table 5 shows that the average value increased from pre-cycle 54.75 in cycle I to 79.25 and in cycle II to 88.25. The number of students who completed their studies also increased from the pre-cycle, there were only 3 students, in the first cycle there were already 25 students and in the second cycle it increased again to 35 students, although not all students had completed their studies. This can be seen in the graph above.

### Conclusion

In this classroom action research, the average value increased from Pre-cycle 54.75 in cycle I to 79.25 and in cycle II to 88.25. The number of students who completed their studies also increased from pre-cycle, there were only 3 students, in cycle I there were 25 students and in cycle II it increased again to 36 students, although not all students had completed their studies. Mastery of the material can be said to have increased because in the first to third lessons there was an increase from the first cycle of only 7.5 % , in the second cycle it increased to 62.5%. After students were given additional work by doing exercises and teacher guidance in cycle II, it increased to 62. % and after the second lesson, students were given additional assignments at home. Students who were able to master the learning material increased to 87.5%. Based on the increase in the percentage calculation, it can be concluded that learning using the Problem Based Learning (PBL) method can increase students' interest in Economics subjects in APBN and APBD material. This is proven by the increase in each cycle.

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