Improving Student Learning Outcomes Through Model Problem Based Learning on Economics Subjects Class X in SMAN 2 Pasir Limau Kapas Year 2023/2024

Eva Nizar[1], Fitriani Harahap[2]
SMAN 2 Pasir Limau Kapas, Indonesia
Email: [1]evanizar3@gamil.com, [2]fitrianihrp1986@gmail.com

ABSTRACT

Research is to increase the interest and learning outcomes of class This research is classroom action research (PTK) which was carried out in 2 cycles and each cycle consisted of 1 meeting. This research was conducted in class X SMAN 2 Cotton Lime Sand . Data collection techniques use test techniques. Test techniques are used to measure student learning outcomes, while participating in learning using the PBL model. The results of this research show an increase in the completeness of learning outcomes, interest in learning from previous conditions using PBL up to cycle II. The increase in learning outcomes obtained has reached the specified success indicators, namely learning outcomes in cycle II increased to 100 % from pre-cycle , namely 34 %, after using the PBL model in cycle 1 increased to 74 % in cycle II student learning outcomes increased to 100 %. This increase shows the success of implementing the PBL learning model, thus it can be concluded that student economic learning outcomes have increased increase through the PBL learning model has been successfully carried out.

**Keywords:** Results learning , PBL model.

Introduction

Educational Development does not free from role as well as man. Man is subject at a time object for that education Alone. Superior education become direction from Educational travel in Indonesia , however No will stop when reached superior education just but will Keep going develop along with need humans and development era. (Regulation Government of the Republic of Indonesia Number 17, 2010) concerning management and administration education mention that school intermediate above is abbreviated with high school one form unit formal education which provides general education at the level education intermediate as advanced from middle school or Mts. High school education is part of compulsory education for 12 years. Knowledge economy is studying science needs and how fulfil need (Eko , 2016). Material study is scope in learning economics in high school. That's it knowledge economy related with activity man in life a day day. Stick to it economy in self man can is known through activity routine life a day day especially in activities For fulfil need (Murdinar, Wahyono, & Haryono, 2017). The presentation showing right that knowledge economy is one of knowledge necessary economics studied especially at the high school level. Where knowledge this no only increase knowledge but also improve Skills life. Basically every eye assigned lessons education level has level difficulty separate and become important in accordance study objectives from each science, as well as knowledge packaged economy in eye lesson economy. As it is learning in general, eyes lesson economy in the learning process own level difficulty separately. Studying from various researchers who have done found that problem around low his results Study economy No become matter new. (Mastufah , 2019) via study his found that obtained problem ie low results Study students ' eyes lesson economics, no Far different with matter that 's low results Study apada eye lesson the economy also becomes the problems

expressed from research from (Inayah, Martono, & Suwiji 2013).

Based on observation writer, learning Which done Teacher in the classroom X in S MAN 2 Cotton Lime Sand during This use method lecture And only use media learning simple one that is with use book as well as tool write what you can so that participant educate feel bored and not interested for follow learning specifically eye lesson moderate economy researcher do it moment This. So from That researcher want to know extent of interest participant educate influential to results Study with using the PBL learning model. It happened gap between hope And reality the Problems arise in this research, researchers want to know How influence results Study with the use of problem based learning models that have been used by teachers so that make interest Study participant educate So increase so that in a way automatic results Study will influential If student interest Study in the learning process special it's on the eyes lesson economy . So from the description above the problem revealed in classroom action research This is through the PBL model in economics lessons students expect could be more skilled at learning resulting in the problem of low learning outcomes student can be solved. Based on exposure background behind on so formulation problem in study This as following: How to improve student learning outcomes through the PBL M model on eye lesson economy class X in S MAN 2 Pasir Limau Kapas

Research Methodology

The type of research used was classroom action research (PTK) which was carried out in 2 cycles. Each cycle consists of 1 meeting which includes activities: planning, acting & observing, reflecting and revising the plan, where each cycle consists of 2 meetings. Each meeting contains the implementation of learning using the PBL model which is carried out with the help of PowerPoint media .
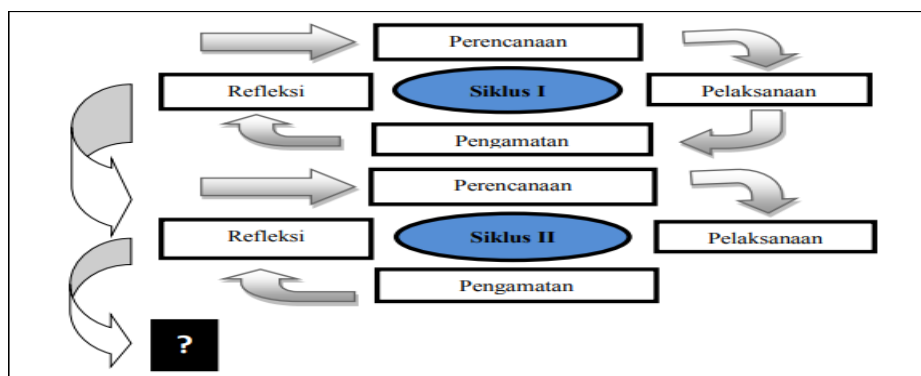
Picture 1. Stages Study Action Class.

Analysis of the data used researcher with use analysis results learning carried out in cycles 1 and 2 through the PBL learning model. Through analysis This can is known how much big improvement results Study with using the PBL learning model in each cycle.

Results and Discussion

This research focused on improvement results Study economy with using the Problem Based Learning learning model in class x on the eye lesson economics at SMAN 2 Pasir Limau Kapas. According to Mulyasa (2008), learning outcomes are students' overall learning achievements whole Which become indicator competence And degrees changethe behavior in question. Competencies that students must master are necessary stated in such a way that it can be assessed as a form of learning outcome students who refers to direct experience.

Function Results Study
According to Suryabrata "2001" put forward a number of function evaluation in educational process that is:
1). Base Psychological
   By psychological somebody need know Already until so farwhere he succeeds in achieving his goals, a matter of psychological needs will his knowledge about results business Which has did it can be viewed from two sides, namely from the students' perspective and from the students' perspective educator.
   a. From Facet Child Educate
      A child in determine attitude And Act he did often guided by adults, with opinions Teacher about results Study has obtained so child feel have guidance, guidance and live in certainty. Besides That one child Also need know the status in front his friends, classified is he "is child the smart one currently And etc" Also sometimes he needcompare with his friends and the best tool for see This is opinion educator "specifically Teacher" to progress they.
   b. From Facet Educator
      A educator Which professional need know results his business as internal guidelines operate more efforts carry on.

2). Base Didactic

As for base didactic among them that is:

a. From Facet Child Educate

Knowledge will progress Which has achieved on generally has a good effect on subsequent achievements, apart from that with exists test results Study, student can Also know excess weakness Which he chose so that student can use knowledge for advance his achievements.

b. From Facet Educator

By exist test results study, then a person teacher also can know as far as where weakness and advantage in the lesson. Knowing advantage and less in the lesson will to be capital for teacher for determine further efforts. In addition, learning outcomes tests also work help teacher in evaluate readiness child educated, knowing status child in the class, help teacher determine students in group formation, helping teachers improve teaching method and helping the teacher in providing material lessons extra.

3). Base Administrative

Provide data to determine the status of students in their class. Give overview about all results business Which doneby an institution education.

Represents core report progress Study student to person leveror his guardian.

Learning model

Problem-based learning is a learning model designed and developed to develop participants' abilities educate in solve problems (Shaputri, Marhadi, Antosa, 2017) Using the problem based learning model can develop students' critical thinking skills in solving a problem given by the teacher. Apart from that, the application of this problem based learning model can increase students' motivation in learning. One of the advantages of the problem based learning model is that students can feel the benefits of learning because the problems faced by children are related to real life, this can increase motivation and interest in the material being studied (Santiani, Sudana, Tastra, 2017). PBL is defined as a learning model that focuses on learning activities based on problem solving. This activity encourages the development of thinking skills, this is because students must be able to solve the problems given. (Janah, et al., 2018) explained that the PBL model is a learning model that encourages students to be actively involved in learning activities such as connecting material in everyday life. PBL is also able to increase students' understanding of teaching material, as well improve problem solving skills that are adapted to teaching materials (Rusman, 2016) .

The pre-cycle condition is a condition of complete learning for class X students at SMAN 2 Pasir Limau Kapas where this condition was the condition before the PBL learning model was implemented in Economics lessons. In this condition, it is known that students' learning completeness does not reach the success indicator, where the specified success indicator is 80% of students or 18 students out of 23 students experiencing their learning completeness. However, the tests given showed that only 8 students had completed their studies while 15 other students were declared incomplete. Reviewing these conditions, apart from completion being far from being an indicator of success, it is also known that the number of students who completed was less than the number of students who did not. Therefore, efforts are needed to improve student learning outcomes, in this case the efforts made are by implementing PBL learning in economics subjects in class X. The percentage of student completion in pre-cycle conditions is presented in .

Table 1. Table Results Study Pre-cycle of SMAN 2 Pasir Limau Kapas

category	frequency	percentage
Complete	8	35
Not Completed	15	65
Total	23	100
Max Value	80	
Mix Value	50	
Average value	6 7 , 63	

Based on Table 4.1 , as well as the explanation above, it is known that student completeness is in the low category, where student completeness does not reach 50%. Other problems were also encountered, apart from low learning outcomes, it was also found that students' interest in learning was relatively low. Through the results of observations and unstructured interviews, it was found that students tend to be less interested in participating in monotonous learning, this also results in a lack of student activity in learning. Therefore, learning is needed that can improve these problems. Through the results of literature studies, researchers chose to apply the PBL learning model. The PBL learning model in this research was applied during the learning process, namely for 2 cycle .

Cycle I

The implementation of the first cycle of learning went quite well, although there were several obstacles, namely that several learning steps arranged in the module were missed. The learning process has not been running in a conducive manner where class conditions are still busy. This is because group learning is rarely done. However, overall learning has gone well. In group learning, the teacher has guided students so that students have no difficulty in compiling reports. The existence of PowerPoint media really helps teachers to provide explanations of material and attracts students' interest in listening and remaining focused on the material explained by the teacher. This condition also occurred at the first cycle meeting, namely the explanation of the material could be done easily with the help of PowerPoint media, the obstacles at meeting 1 had begun to be overcome, it was just that there were still learning steps that were missed but the learning conditions at meeting 2 were much better at meeting 1. Furthermore, after students have followed the entire series of learning in cycle I, a cycle evaluation test is carried out to measure student learning outcomes.

Table 2. The results of the first cycle evaluation tests are presented

category	frequency	percentage
Complete	17	74
Not Completed	6	26
Total	23	100
Max Value	86	
Mix Value	64	
Average value	78 .8 2	

Based on data results observation on table 4.2 Results Study cycle I show that percentage completeness results Study student Already 74 % (17 children), and students unfinished reached 26 %. In cycle 1 it shows improvement in student learning outcomes in learning. From this data can is known that percentage results Study student Still Not yet reach indicator achievement namely 7 4 %.

Cycle II

Learning in cycle II has gone smoothly. The obstacles experienced at the cycle I meeting were resolved well in cycle II. Learning conditions in cycle II are much more conducive, the teacher can control the class atmosphere and each student can contribute actively to group activities. The evaluation of learning outcomes in cycle II is presented in Table 3.

Table 3. The results of the first cycle evaluation tests are presented

category	frequency	percentage
Complete	23	100
Not Completed	0	0
Total	23	100
Max Value	100	
Mix Value	77	
Average value	91.85	

The comparison of student learning outcomes presented in table 4.3 shows that the results are complete Student learning has exceeded 80%. This means that the specified success indicators have been achieved. conditions for the success of this research. Based on this, this research can be said to be successful. In cycle II learning with the PBL learning model and *ice breaking* student appear interested And more active in learning. Matter Thiscan be seen from the percentage of student activity increased to 100% in cycle II. With thereby from results observation on cycle II already reachimprovement success criteria results Study students, because it has been obtained enhancement above 80 %. The results of the discussion show that there is an increase in results Study student completion. The increase in student learning completeness can be seen from the comparison of learning completeness results from initial conditions, cycle I, to cycle II. An increase from initial conditions to cycle II of 41.18% shows success in implementing the PBL learning model for class X students at SMAN 2 Pasir Limau Kapas . The success of this research supports the theory of (Rusman, 2016) which states that the PBL model aims to improve mastery of teaching material and improve problem solving skills where the problems given are packaged according to the teaching material, this aims to make the problems that must be solved easily understood by students. This can encourage students to think actively, thereby helping students improve their learning outcomes.

Conclusion

The application of the problem based learning model can improve learning outcomes students of SMAN 2 Pasir Limau Kapas, Pasir Limau Kapas sub-district , Rokan Hilir Regency . On results flat initial test average (before treatment is given) student just capable reach 3 4%, and in terms of average average level of learning completeness student individually in each learning cycle there was an increase from 74 % in cycle 1 to 100% on cycle 2. For research with a title or topic that refers to this research, it is hoped that you will pay attention to the steps of the PBL model and pay attention to student characteristics so that the learning process can run well and can have an impact on good research results. The PBL model can also be used as a study in research with a quantitative or qualitative approach. For teachers as educators, they can apply the PBL model combined with teaching media so that the implementation of the PBL model can be more effective and can achieve the expected learning goals.

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