



The Problem Based Learning (PBL) Model Improves Learning Outcomes for Class X Students at SMA Negeri 1 Kualuh Leidong

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ABSTRACT

Many learning models are applied in schools to eliminate fatigue and improve students' self-quality. The Showing Module learning model which has a name, attributes, sentence structure, setting and culture is revelation learning, project-based learning, problem-based learning and demand learning. This article aims to find out how to apply the issue based learning model to the sub-subject matter of monetary problems/needs. Issue-based learning (PBL) has characteristics, for example learning begins by providing a problem, the problem has a setting with existing reality, students in groups succeed in finding problems and recognizing holes in their insight, learning and searching for related material. with this problem. themselves and report the answer to the problem, while the teacher completes other things to do. PBL consists of five stages, namely organizing students towards the material, coordinating students to pick them up, helping with independent and group exams, creating and introducing antiques (works) and displaying them, as well as explaining and assessing the critical thinking process.

Keywords : Problem Based Learning , Human Needs and Scarcity

Introduction

Financial problems are a science that concentrates needs and ways to overcome these problems. This exam covers learning material on financial aspects in high school. Discussion of financial aspects is related to human activities in daily life. The financial aspect is a science that is worth contemplating, especially at the secondary school level. Financial issues are a subject that focuses on how human behavior and activities are carried out to meet the different and unlimited needs of life and to be creative with limited assets through decisions about creation, utilization and distribution (Ibrahim, 2017; Putri, 2018; Rahmat, 2018). Monetary learning should guide students to achieve the best learning outcomes. However, the current need is that teachers need to make efforts to further improve student learning achievement. Especially in terms of studying monetary issues, describing monetary issues is indeed troublesome and tiring, for example the monetary perspective is also often misinterpreted. due to the fact that they are less prominent. Apart from that, the logical abilities that are thought of are mostly centered on determining something as memorization or dhikr. Of the many components that influence learning achievement, the most important is instructive experience in connection with the learning system used by teachers to achieve learning progress. In general, the monetary learning model is carried out by teachers who mostly use traditional learning models with speaking methods so that students do not master the preparation well (Alhafidz and Haryono, 2018; Cahyono, 2017). The problem that arises is that our school world is still confused with the view that data is a collection of realities that need to be remembered (Maani, 2016; Hendrowati, 2015). Calculating monetary perspective subjects. In addition, there are many facts that teachers master the material of a subject well but cannot carry out learning practices well. This happens because these activities do not refer to a particular learning model so that the learning outcomes obtained by students are low (Istiatutik, 2017). The educational educational experience in the learning room is actually centered on the educator as the main source of information, where the speaker is the main determinant of the

educational and educational experience (Afrizal, 2012; Natalia, Saneba, and Hasdin, 2012; Sari, Darmadi, and Saehana, 2012). As happened in XSMAN class 1 Kualuh Leidong North Labuhanbatu Regime. The mental problems that arise during continuous Educating and Cultivating Experience (KBM) training can be interpreted as follows: The initial perception made by scientists shows that the excellence and inspiration of students in studying financial issues is still low, both inspiration from within and from outside. This must be seen from the way students behave during learning about financial matters. There are several groups of students who do not pay attention and ignore the explanations given by the teacher, students even tend to prefer chatting with friends. Instead of focusing on the teacher's explanation in front of the class, there are also those who are sleepy while clenching their jaws. Some of them also stated that financial matters were a hassle and there was no point in messing with the topic of their cooperation. Apart from that, in terms of learning techniques, the instructor also applies the talk recitation learning strategy. Arriving at class, the educator gives a short lecture on examples of material that has been recorded previously, then continues by giving several practice questions or assignments to students. Sometimes students come late to school and take a break during the illustration. This critical thinking approach places educators as facilitators where teaching and learning practices will be focused on student survival. An educational experience that effectively includes students both exclusively and in-person. In order to focus, self-concentration must be based on standards. One of the rules that must be implemented is "learning should be completed with interest". Many students in their exams seem to have no knowledge or need of interest and have no desire to try to improve their excellence in learning.

They generally feel that thinking is a burden. The element of interest influences the nature of a person's learning, students who like an illustration will really pay attention to it because it is interesting to them. Keeping in mind the above depiction, the creators were interested in directing the titled exploration. " *Problembasedlearning* (Pbl) Model Improves Learning Outcomes Of Student Class Xsma State 1k Ualuh Leidong " One of these models is the PBL learning model. The PBL model is believed to be more interesting compared to conventional techniques. The progress of this model is that students are better able to reflect on and understand the material in groups by seeing and studying real problems around them to get a deeper and more meaningful impression of what they are studying (Istiatutik, 2017). The PBL model is a learning model that is a certified exam. (unique or significant reasoning) can be applied completely, considering that it contains parts of investigating problems and at the same time handling them (the parts contained therein are the demonstration or disclosure of problems and decisive reasoning or critical thinking (Indrianawati, 2013). The PBL model is a learning model that is an original assessment. (extraordinary or big thinking) can be applied in its entirety, considering that it contains parts for examining the problem as well as handling it (the parts contained therein are a demonstration or presentation of the problem and firm thinking or firm reasoning) (Indrianawati, 2013). It is believed that the impact of this exploration can increase and grow information in the field of education, especially in choosing the right learning strategy. Makes it easier to learn science and development, ready to execute it in the appropriate field. As an inspiration to apply a capability cycle approach in its acquisition to create quality results. Apart from that, it is also an elective mechanism for teaching material that is more enjoyable and easy for students to understand. The consequences of these exams will create many commitments to further develop homeroom teachers, working on the nature of the school in question, and for different schools. Educator capacity is an effort to strive for the essence of training in schools where teachers are a direct and dynamic component in schools. Likewise with students, the ability in question is the ability to educate by applying appropriate, productive and effective learning models with an emphasis on coverage and dissemination of material, while students are less dynamic, less adequate to be used as a guide to science. Issue Based Picking according to Maufur (2003: 121) is a learning model that trains students to deal with various problems, both individual problems, individual problems, and collecting problems to be solved individually or together. The direction of learning is examination and disclosure which ultimately encourages critical thinking. Then, according to Tan in Rusman (2012:232) Problem Based Learning is the use of various types of information which are expected to be able to face certain problems, the ability to face all new and existing complexities. Meanwhile, according to Nurhadi in Sari and Nasikh (2009:54) that issue-based learning is a teaching approach that contains the main problems as discussion material for students to master the ability to reason decisively and decisively and to obtain data. also, the basic thinking of the subject. From the definitions put forward by these experts, the creators can conclude that what is meant by Issue Based Learning is a learning model that provides a real problem to be handled only or in general.

Research Methodology

The methodology used in this research is classroom action research (PTK). According to Kusnandar (2008:21), "PTK is a development carried out by teachers or together with other people (joint efforts) which aims to increase or grow the substance of instructive engagement with the learning space". Meanwhile, according to Suharsimi Arikunto (2010:21), "PTK is the impression of learning practice as a movement that deliberately appears and occurs in the learning room at one time." This research was conducted at SMA Negeri 1 Kualuh Leidong which is located on Jalan Tanjung Leidong Arena, Kualuh Leidong Region, North Labuhanbatu Regime, North Sumatra

Region. subject instructor who plays the role of Spectator. In this Exploration of Homeroom Activities (PTK), the test subjects were 24 students in the class who were used to collect information on initial skills and mastery results using the PBL learning model in learning economic material. In the activity plan, research was completed only in cycle I which consisted of four stages, namely: preparation of activities, implementation of activities, perception of activities, and reflection on activities. In this stage, scientists carry out speculative activities, especially working on the characteristics of the development of experience and financial material results which are demonstrated through learning achievements by applying the Issue Based Picking learning model. This cycle is carried out by paying attention to the Issue Based Picking up learning exercise which is structured around financial aspects of learning. . Specialists look for the benefits and disadvantages of implementing Problem Based Learning in obtaining the necessary information. This concludes by describing the information that was collected in the previous cycle so that conclusions can be drawn regarding the strengths and weaknesses of implementing Problem Based Learning. The consequences of these objectives will be used to further develop the next cycle of activities which will then be rolled back to improve the learning implementation plan.

Results and Discussion

The implementation of Cycle I exercises will be completed according to the form, precisely on December 13 2023 at 10.00 – 11.30 WIB in class. Assortment will be completed in 2 x 45 minutes according to the learning conditions and instructive modules. Material related to money in implementing the main action plan is expanding student motivation and premium through monetary learning with the Issue Based Learning model, Wordwall entertainment on Human Needs material. The circumstances that form the basis of problems in student learning are as follows: (1) There is no inspiration for students to be interested in learning (2) Not focusing on following the illustration (3) Feeling tired because the material introduced is chaotic, tangled, and dull (4) The material presented is less interesting (5) Educators still often utilize speaking techniques in educational experiences (6) There is no criticism of students when the instructor delivers learning material. It is important to share this great practice so that there is an adjustment in the student's enthusiasm for learning in particular and there is an improvement in the nature of the experience and educational outcomes in general, so that apart from the ability to awaken oneself, this training can also be used as a kind of point of view for other individual educators, including : (1) Student learning practices are increasingly developing (2) Students become more stable in carrying out the tasks given by the teacher (3) Students are increasingly tireless in facing various difficulties in learning (4) Students provide criticism and positive reactions to the data presented by educators (5) Begin to freely develop inspiration and joy in the true self of students (6) Students begin to feel safe/not vulnerable and begin to have choices to deal with chaos that comes from outside themselves (7) Start developing and nurturing students' knowledge capacity and thinking abilities after going through a series of learning exercises that hone their interests. As an educator, I really play a role and am obliged to ensure the harmony and progress of this great practice because in accordance with changes in the importance of learning from teachers who are in a position to understand how learning is organized, the task of educators is that developing experience also experiences shifts, one of which is strengthening the role of educators as inspirers. The educational experience will be successful assuming students are inspired to learn.

Therefore, educators need to foster students' learning inspiration as well as possible by realizing imagination in successful and creative learning. My duties and obligations as an educator in developing student learning inspiration can be summarized as follows : (1) Create a conducive classroom climate (2) Make learning techniques fluctuate (3) Increase energy and enthusiasm for learning (4) Provide gifts and positive support (5) Create exercises that engage students in class (6) Further develop student learning achievement and quality of learning in a better direction. There are several difficulties faced by educators in achieving the goal of expanding student learning inspiration, namely: (1) Educators should not be imaginative in expressing themselves by trying various new things, even if in the end it will produce different learning models or media for learning purposes and answering students' problems, if they do not have these abilities. if it is not achieved then the results will not be obtained (2) The learning environment is not strong enough (3) The learning climate is not helpful (4) Educators find it difficult to conclude how to make learning simpler (5) Educators are not yet talented in concentrating on bunches so that they are more enthusiastic and dynamic when thinking (6) Educators who don't understand sequencing can try to ensure that learning doesn't disappoint. Progressing as cooperative interactions between instructors and students will encounter several learning problems (7) The plan for presenting and delivering sample material is not yet known for certain by students. From these reasons, the difficulties faced by instructors are:

1. Choose a learning model that suits the quality of students and teaching materials.
2. Use learning media that can attract students' interest and inspiration, for example by using video and power point media
3. Instructors should have the option to increase student interest and inspiration through wildly growing experiences.

The strategies and methods used to manage challenges in learning practices are :

1. The learning strategy is to prepare students to be involved with developing experiences, making students more dynamic and useful in dealing with existing problems
2. Develop students' basic thinking abilities
3. Use the wordwall learning application : (a) Wordwall games provide more meaningful learning and are easy for students to follow (b) Use of wordwalls to help make learning interesting (c) Can challenge students' capacities (d) Can improve student learning practice (e) Thinking about more stupid actions and pleasing students

The sources expected to carry out this methodology are:

1. Student sample
2. RPP, teaching materials, LKPD, PowerPoint media, evaluation instruments and online learning links
3. Laptop facilities owned by the school
4. Infocus, speakers, student cellphones
5. Markers, pens, cardboard, whiteboard
6. Classroom
7. Rewards in the form of gifts .

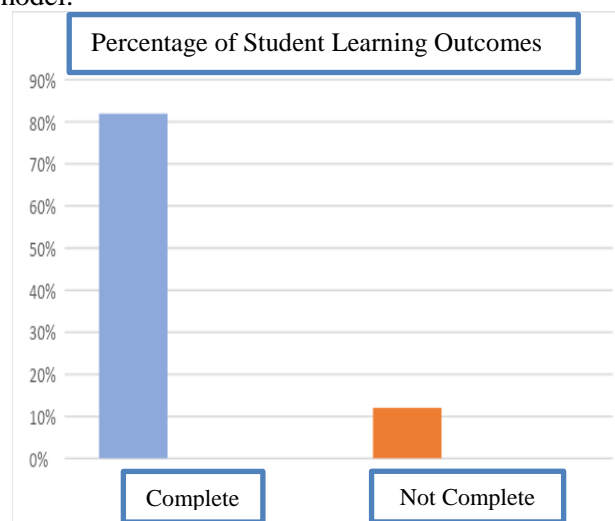
The impact of the activities and steps taken is that the results are felt to be very good. This should be seen from:

1. The influence of selecting the Inventive Issue Based Learning model applied to learning with the accompanying progress:
 - a) Identification of problems
In this initial step the teacher shows a video image of the connecting road between sub-localities, then students are asked to pay attention and ask about the consequences of their perception. At the main meeting the students looked very firm and less dynamic in asking questions because it was the most memorable time for them to carry out student-focused learning, but at the second meeting the students were taught to be dynamic in asking questions when given a problem. At the end of the stage of proving the differentiation of questions, the teacher shows a Wordwall Test which is related to occasional idea material about components that help students in solving questions on the LKPD .
 - b) Organizing students to learn
In this next step, students are isolated into groups. There are 4 groups and each group consists of 5-6 people because the actual number of students is 24 people. Then the educator distributes demonstration materials and LKPD as a test .
 - c) Guiding individuals and groups in investigations
At this stage, students have started to carve out LKPD as a picture of human needs which is socialized by educators and instructors guide students on the most common ways to complete LKPD. Apart from that, in completing the LKPD test as a Wordwall, students can use their cellphones to open a connection to the material that the teacher has sent during the lesson.
 - d) Development and presentation of results
At this stage, students in their groups take turns introducing the results of their group's conversation, then at that time the other groups answer and provide input. At the first meeting, students actually seemed less confident in conveying the results of their introduction, but at the next meeting, students were more confident in conveying the results of their introduction .
 - e) Analysis and evaluation of problem solving
At this stage, before students make a choice, the teacher first confirms and fortifies the answers that the students have submitted, then the teacher directs the students to draw conclusions from the discoveries that have been made. At the first meeting the students seemed less confident about making money, but at the next meeting the students began to be confident and competed to draw conclusions from the strategies they had taken, even though the results were generally felt to be very good.
2. Influence on interest and inspiration for learning.
The benefits and motivation for student learning are still felt by using the Wordwall Test. The results show that students' interest and interest in learning has begun to increase, this can be seen from the increase in student movements at the next meeting. This can also be seen from the results after the results increased by 88% from the chairman's meeting and 21 students got good grades on the KKM.

In learning evaluation exercises, we use Appraisal of learning or evaluation of learning outcomes. Ability evaluation involves a rubric as a perception sheet when students have critical thinking conversations and when introducing the results, educators mention the assessment on an objective fact sheet. Attitude evaluation involves perception strategies with instruments such as diaries. During the illustration, the educator surveys the student's perspective.



The table above shows that the average student score is 80.41 because students who scored above the KKM have exceeded 87.5%, namely 21 students and 3 students who scored below the KKM with a score of 12.5. %. The highest score is 100 and the smallest score is 50. The data in the table shows that student learning outcomes have increased by utilizing the PBL model.



From the table above, it can be seen that there are 21 members who reach the KKM with a degree of 87.5% and those below the KKM are 3 members with a degree of 12.5%. The diagram shows that by using the Issue Based Learning (PBL) learning model there is a visible increase in student learning outcomes that reach the KKM. So it is best to close reflection on cycle I, more specifically:

1. Reflection on cycle 1

In the activities carried out in cycle 1, it was seen that students achieved victory as seen from the average of 87.5. This can be seen from the table above where the degree of students who have not reached the KKM is 12.5%, namely 3 students out of 24 students. Apart from that, the teacher's deepening, review and student meetings can be well organized, this shows that the PBL model and TPACK media used by the teacher are good and can make it easier for students to draw representations and provide good learning. motivation for students. So that learning practice becomes interesting and fun.

2. Success of cycle 1

Progress in cycle 1, of the 24 students who had arrived at KKM, 21 students had not yet arrived at KKM, 3 students had a completion level of 87.5%. Educators are truly skilled in conveying learning objectives, providing information in learning, asking questions to students, providing support and directing students to complete the material so that in showing the teacher's perception they get a score of 88 in the very good category.

3. Cycle 1 failure

The error in cycle 1 was that 3 students out of 24 students scored below the KKM with a score of 12.5%. This is because the instructor does not give students the opportunity to get an explanation about several things.

Conclusion

1. Encourage efforts among teachers to share experiences and considerations regarding genuine evaluation. This can be

- done through traditional meetings, work meetings, or agreed discussions regarding the preparation of useful plans.
- 2. Directs typical formative assessments in instructive meetings to provide solid analysis to students
- 3. Create a reasonable and coordinated grading rubric to guide a reliable and objective grading process.
- 4. Coordinate progress in the assessment cycle. This may include utilizing assessment programs, online stages, or tools that can help collect, explore, and act on assessment data.

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