



## Student Response by Applying A Problem Based Learning Model to Students of SDN Sukapura 01 in The Sub-Theme of My Nation's Cultural Diversity

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**Abstract.** Student response by applying a problem-based learning model to students of SDN Sukapura 01 in the sub-theme of my nation's cultural diversity. How do students respond by applying a problem-based learning model to students of SDN Sukapura 01 in the sub-theme of my nation's cultural diversity? the method used in problem-based learning. Learning outcomes that are assessed by researchers, from the discussion in chapter IV with the application of the problem-based learning model can improve student learning outcomes in solving problems related to problems that occur in the environment, and by using the problem-based learning model in class IV SD Negeri Sukapura 01 can improve student learning outcomes in the sub-theme of my nation's cultural diversity. The improvement of student learning outcomes can be seen in the results of student processes in each cycle.

**Keywords:** Problem Based Learning, respond, research, learning outcomes.

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### INTRODUCTION

Nowadays, the process of globalization is increasingly evident, marked by political, economic, and cultural shifts. This shift can be seen in the economic field where there is liberalization, in the political field there is democratization, and in the field of culture there is a universalization of values that requires every nation to rethink how to defend its fingers (Jalal and Supriadi, 2001, p. 3). The era of globalization is an era of quality or quality competition, who is qualified will be the one who will advance and be able to maintain its existence. Therefore, the development of quality human resources (HR) through the provision of education is a necessity that cannot be negotiated (Mulyasa, 2009, p. 2).

The role of basic education is formulated in the Regulation of the Minister of National Education Number 23 of 2006, that basic education aims to lay the foundation of intelligence, knowledge, personality, noble character, and skills to live independently and follow an education at the next level. Thus, what students get in basic education

will greatly affect their studies at the next level.

Understanding Sticking to this method Ability-based learning system Directs learning processing to make student participants a compulsory subject Plan, explore, interpret and evaluate their learning outcomes (Mulyasa, 2007). Take systematic learning Ability demands teachers to be able to create a learning environment Attractive and able to encourage Motivation and interest in learning can empower participants Students, not only masters, however, knowledge spreads Knowledge Internalization of students So that you can Daily life in the school environment, family, and community. At the same time, in practice Learning in SD is still aiming at achieving material integrity Ignore student learning outcomes and skills.

Students, positioned as social beings, always interact in their groups. Group life is an absolute necessity because, without groups, individuals cannot live naturally (Hidayati, 2006). Suprijono (2009, p. 62) says that the process of interaction in everyday life is an



interpersonal interaction that requires social skills. Individuals who are strong in social skills are usually very easy to cooperate and communicate with others. Relationships with other people are fun and happen automatically. These individual characteristics include (1) sensitive to the feelings of others; (2) easy to empathize with; (3) it is relatively easy to communicate both verbally and non-verbally. Socially skilled students will be easy to get along with and make friends, for example (1) able to adapt and be accepted in new groups; (2) easy to communicate; (3) can collect other friends. In the context of learning, socially skilled students will be able to work together or study groups. These students easily empathize with friends who are sick or have problems and try to help according to their ability.

Education and principles are a goal-conscious process. Purpose can be interpreted as an effort to provide the formulation of the expected results students have after the learning experience. The role of basic education is formulated in the Regulation of the Minister of National Education Number 23 of 2006, that basic education aims to put intelligence, knowledge, personality, noble character, and skills to live independently and follow an education at the next level. Thus, what students get in basic education will greatly affect their studies at the next level.

In general, the model Interpretation as a conceptual basis Use as a guide Do an activity. Learning models are applied and usually tested by educational experts oriented towards building the ability of training students and receiving address information that emphasizes the intellectual aspects of academia (Wahab, 2008). Has several learning models, etc. Direct learning model Concept, regular learning, and cooperative learning model, each learning mode There are different characteristics.

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The problem that will be examined in this paper is the problem of student interest in the learning process that occurs during learning. The learning outcomes of fourth-grade students at SD Negeri Sukapura 01 are low because learning is centered on teachers or teacher center students who do not explore the insights they get outside the school in the sub-theme of the cultural diversity of my nation on the learning outcomes of fourth-grade students at SD Negeri Sukapura 01 need to be improved because of the learning too focused on the delivery of fourth-grade student teachers at SD Negeri Sukapura 01 resulting in low student learning outcomes.

The implementation of action in Classroom Action Research (CAR) consists of several cycles which are used in this research in the form of a spiral developed by the model of Kemmis and Mc. Teggart (in Iskandar and Narsim (2015, p. 18) includes planning (plan) change, action (act), and observation (observer) the process and consequences of change, reflect (reflect) the process and its consequences.

The research starts from the planning stage (plan), action (act), observation (observer),



and reflection (reflect). The four stages are related to one another because each action begins with the planning stage, starting with research, compiling a learning plan, providing activity sheets, and making research instruments used in the implementation stage. Also, observations were made of teachers and students as research subjects. Then at the reflection stage, the researcher and the observer suggested the activities that had been carried out in the learning process and discussed the next action plan.

The Classroom Action Research (PTK) is planned to be carried out in two spiral-shaped cycles which refer to the Kemmis and Teggart technique, each of which includes the planning stage, the action stage, the observation stage, and the reflection stage. Each cycle performed 3 actions. In cycle 1 the researcher applies problem-based learning in learning 1, learning 2, and learning 3 is doing reflection, in cycle II the researcher applies problem-based learning in learning 4, learning 5, and learning 6 doing reflection. If in cycle I it has not been successful, then proceed to cycle II, and if in cycle II it has not been successful then it is also continued at the next stage.

Factors that influence low student learning outcomes are teacher-centered learning factors, students who lack motivation and activity in learning, lack of student knowledge to understand real-world problems, students who are less satisfied to find new knowledge, and lack of self-evaluation of students both against the results and the learning process. By applying the Problem Based Learning Model the learning outcomes of Grade IV SD Negeri Sukapura 01 students will increase. The teacher must fully understand this Problem Based Learning Model of Learning so that after the teacher understands it is also able to implement it and creates learning to instill more character, student learning outcomes can also increase.

## **METHOD**

The implementation of action in Classroom Action Research (CAR) consists of several cycles which are used in this research in the form of a spiral developed by the model of Kemmis and Mc. Teggart (in Iskandar and Narsim (2015, p. 18) includes planning (plan) change, action (act), and observation (observer) the process and consequences of change, reflect (reflect) the process and its consequences. The research starts from the planning stage (plan), action (act), observation (observer), and reflection (reflect). The four stages are related to one another because each action begins with the planning stage, starting with research, compiling a learning plan, providing activity sheets, and making research instruments used in the implementation stage. Also, observations were made of teachers and students as research subjects. Then at the reflection stage, the researcher and the observer suggested the activities that had been carried out in the learning process and discussed the next action plan

## **RESULTS AND DISCUSSION**

The results of the study are descriptions of the data obtained after classroom action research. The results of this study are descriptions of answers to the problems raised or set in the problem formulation. While the discussion is the result of a study of the data obtained in classroom action research to produce research findings. This research was started on 17 July 2018 to 25 July 2018. The subjects of this study were 20 grade IV B students of SDN Sukapura 01, totaling 20 people. There were 8 men and 12 women, in this study the researchers focused on improving the learning outcomes of class IV B students in the sub-theme of the cultural diversity of my nation in the 2018/2019 academic year using the Problem Based Learning (PBL) model. Because at the time of observation before conducting the research, the researcher had never seen the application of this model to the sub-theme of my nation's cultural diversity, therefore the researcher will carry out and target the success of this research. The results of this study include the planning, implementation, and evaluation of



learning processes that have been carried out as a series of classroom action research activities. The target of this research is related to the learning outcomes of students using the Problem Based Learning model. The implementation consists of 3 cycles, the research emphasizes learning using the Problem-Based Learning model, whose studies include planning, implementation, and evaluation stages with a focus on understanding the material presented by the educator.

The implementation of learning is a process that is arranged according to certain steps so that the confident attitude of fourth-grade students of SDN Sindangpanon can increase. As said Sudjana in Hakim (2017, p. 148) is a process that is arranged in such a way according to certain steps so that implementation achieves the expected results, whereas according to Djamarah in Hakim (2017, p. 149) the implementation of learning is a valuable activity. educational, educational value colors the interactions that occur between educators and students, it is hoped that the implementation of learning is directed towards achieving certain goals that have been formulated previously. It can be concluded that the implementation of learning is an activity that is processed and arranged in such a way and has the educational value that occurs between educators and students and then directed to achieve the goals that have been formulated previously.

The data on the increase in the value of the implementation of learning by applying the Problem Based Learning model in learning the subtheme of the use of natural resource wealth in Indonesia in cycle I, cycle II, and cycle III.

In the first cycle, the researchers were still not maximal in carrying out learning using the Problem Based Learning model. In cycle I learning, there are still many students who lack confidence in learning, as seen from the results of observations of students about students' self-confidence in learning, because students still feel unfamiliar with the Problem Based Learning model. The

application of this model is not yet accustomed to being implemented by students, when researchers form groups and instruct students to find out for themselves the answers to the questions given, students still feel confused and class management becomes less conducive. Students find it difficult when working in groups because they are not used to it, and when filling in the questions they look confused because usually students are explained the material first by the educator before working on the questions. And in the final activity the researcher concluded, the researcher should have provided a follow-up, namely giving assignments to students. This results in less successful classroom learning.

From the results of the analysis, data on the implementation of learning in the first cycle obtained a value of 2.85 in the Enough category, in the second cycle the implementation of learning obtained a value of 3 in the Good category, then in the third cycle, the implementation of learning that the researcher did got a value of 3.33 in the Good category. The value increases from each cycle carried out and are said to be successful so there is no need for further research.

From the description of the data above regarding the implementation of learning, it can be concluded that the implementation using the Problem Based Learning model can improve learning outcomes and the courtesy of students on the sub-theme of my nation's cultural diversity in grade IV SDN Sukapura 01.

In the first cycle, the overall average score of the test results (pretest and posttest) in the first cycle is 61. This score is categorized as quite good because it is in the 50-70 value range. The number of students who met the KKM numbered 6 students (30%), and the number of students who did not meet the KKM was 14 students (70%), which shows that the learning outcomes in cycle I were still not optimal and must be followed up in the cycle next.



In the second cycle, the overall average score of the test results (pretest and posttest) in the second cycle was 71. This score is categorized as quite good because it is in the range of values 70-90. The number of students who met the KKM was 11 students (55%), and the number of students who had not fulfilled the KKM was 9 students (45%), which showed that there was an increase in learning outcomes from the learning cycle I to cycle II.

In cycle III, the overall average score for the results of the tests (pretest and posttest) in cycle III is 86. This score is in a good category because it is in the range of values 70 - 90. The number of students who meet the KKM is 17 students (85%), and the number of students who did not meet the KKM amounted to 3 students (15%), which indicates that there was an increase in learning outcomes from learning cycle II to cycle III. This indicates that the planned

## CONCLUSION

Learning outcomes that are assessed by researchers, from the discussion in chapter IV with the application of the problem-based learning model can improve student learning outcomes in solving problems related to problems that occur in the environment, and by using the problem-based learning model in class IV SD Negeri Sukapura 01 can improve student learning outcomes in the sub-theme of my nation's cultural diversity. The improvement of student learning outcomes can be seen in the results of student processes in each cycle. From the description above, it can be concluded that the application of the problem-based learning model can improve student learning outcomes in the sub-theme of Environmental Conservation in class IV SDN Sukapura 01, Dayeuhkolot District, Bandung Regency.

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value has been achieved, namely 80%. So, this research was declared successful. Based on the explanation above, that the learning outcomes of students in each cycle I, II, and III that have been implemented have increased by using the Problem Based Learning model.

The results of the study are intended to explain and provide an explanation regarding the results of research that has been carried out regarding the use of the Problem Based Learning model to improve student learning outcomes in the sub-theme of my nation's cultural diversity in grade IV SDN Sukapura 01. Of all the cycles there is always an increase, both the observer's assessment of the researcher and the researcher of the students. Researchers and observers work together to see the improvement of the students studied, and improve it in a cycle that can continue to increase.

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