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IMPLEMENTATION OF PROBLEM-BASED APPROACH TO IMPROVE ELEMENTARY SCHOOL STUDENTS' LEARNING OUTCOMES

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ABSTRACT

Problem-Based Learning (PBL) is a learning method that emphasizes solving real problems to improve student understanding. The aim is to determine the Application of Problem-Based Approach to Improve Social Studies Learning Outcomes in Grade IV Students of SD Negeri 2 Wameo. The type of research used in this study is Classroom Action Research (CAR), which aims to improve social studies learning outcomes through the application of the Problem-Based Approach. CAR is carried out systematically in a classroom environment with the aim of improving the quality of learning and student learning outcomes. Based on the recapitulation results from the pre-cycle to cycle II, there was a significant increase in student learning completion after the application of the problem-based approach. In the pre-cycle, the majority of students had not achieved completion, but through improvements in learning strategies in cycles I and II, the number of students who completed continued to increase, while students who did not complete decreased. This success shows that more active and innovative learning methods can effectively improve student understanding. Thus, the problem-based approach can be used as a sustainable strategy to improve the quality of social studies learning.

Keywords: Learning Approach, Problem Based Approach, Learning Outcomes

1. Introduction

Improving Social Sciences (IPS) learning outcomes requires effective strategies so that students can understand the material well. One important step is the use of interactive and interesting learning methods, such as group discussions, case studies, and the use of digital media. Thus, students do not only memorize theories, but are also able to apply concepts in everyday life (Anggraini & Riskyka, 2023). Teachers can also relate IPS material to social phenomena that occur around students so that learning becomes more relevant and meaningful. In addition, active student involvement in learning greatly influences the improvement of their learning outcomes (Musriyenti, 2023). Project-Based Learning or problem-based learning models can be a solution to improve students' critical and analytical thinking skills (Rahmani & Mahyana, 2022). With this approach, students will be more motivated to explore, analyze, and find solutions to problems related to IPS. This approach can also increase students' learning motivation because they feel more involved in the learning process (N. Azizah & Wiryanto, 2019).

The role of teachers as facilitators is also a major factor in improving social studies learning outcomes. Teachers must be able to create a conducive learning environment and provide constructive feedback to students (Hafid et al., 2022) (H. N. Azizah et al., 2023) (Rudyanto & Destia, 2023). In addition, the use of technology in learning, such as interactive presentations, educational videos, and

computer-based simulations, can make the material easier to understand. With proper guidance, students will be more motivated to learn and achieve better results in social studies subjects (G. D. S. Rahayu et al., 2023).

Problem-Based Learning (PBL) is a learning method that emphasizes solving real problems to improve student understanding. In elementary school social studies learning, this approach can be used to develop students' critical, analytical, and creative thinking skills (Saepulah et al., 2023). By presenting problems that are relevant to everyday life, students are encouraged to explore various solutions and understand social studies concepts more deeply (Rahmawati, 2021) (D. P. Rahayu et al., 2020) (Hasdiani, 2020). This method also helps students connect theory with practice, so that learning becomes more meaningful. One of the advantages of the problem-based approach in social studies is its ability to increase active student participation (Nurmala et al., 2019). In the learning process, students not only listen to the teacher's explanation, but also play a role in seeking information, discussing, and formulating solutions to social problems (Ningsih et al., 2019). For example, in the material on social interaction, students can be given a case study of conflict in the surrounding environment and asked to find an appropriate solution based on the concepts that have been learned. Thus, students become more independent and motivated to learn (Murniati, 2023).

The problem-based approach also trains students' collaboration and communication skills. In solving a problem, students usually work in groups, discuss, and share opinions with their friends (Rofika et al., 2020). This not only enriches their understanding of the material but also teaches them the importance of respecting other people's opinions and working together in completing tasks. These skills are very important to develop early on, because they will be useful in their future social lives (Fitriadi et al., 2023). In order for the problem-based approach to be implemented effectively, teachers need to design scenarios or problems that are appropriate to the students' level of understanding (Asih & Sunarso, 2020). Teachers also act as facilitators who guide students in the process of thinking and finding solutions without providing direct answers. In addition, the use of various learning resources, such as articles, educational videos, and interviews with resource persons, can enrich the information obtained by students (Sofyan & Saputra, 2022). With proper implementation, a problem-based approach can significantly improve social studies learning outcomes and equip students with skills that are useful for their lives (Dion-Routhier, 2020).

The gap in social studies learning at SD Negeri 2 Wameo can be seen from the low level of student involvement in the learning process. Learning methods that are still conventional, such as lectures and memorization assignments, make students less active in thinking critically and solving real problems related to social studies material. This has an impact on the low understanding of concepts and student learning outcomes, which are reflected in daily test scores and their participation in class discussions. In fact, social studies as a subject related to social life should be packaged in an interesting and applicable way so that students can better understand the concepts taught. The main problem faced in social studies

learning in grade IV is the lack of methods that encourage students to think critically and actively in solving problems. Students often have difficulty understanding abstract concepts, such as social and economic interactions, because the material is delivered in a one-way manner without their active involvement. In addition, teachers still rarely use a problem-solving approach, so that students have less opportunity to develop analytical and reflective thinking skills. As a result, their learning outcomes are not optimal, and many students only memorize without understanding the concepts in depth.

The solution that can be applied is to use the Problem-Based Learning Approach (PBL) in social studies learning. With this approach, students are encouraged to identify, analyze, and find solutions to problems that are relevant to their lives. Teachers can provide challenging scenarios or case studies, then guide students in the discussion and problem-solving process. Through this method, students will be more active, think critically, and have a deeper understanding of the material being taught. In addition, this approach can also increase students' learning motivation because they feel more involved and have direct experience in understanding social studies concepts.

2. Methods

The type of research used in this study is Classroom Action Research (CAR), which aims to improve the social studies learning outcomes of grade IV students of SD Negeri 2 Wameo through the application of Problem-Based Learning (PBL). CAR is carried out systematically in a classroom environment with the aim of improving the quality of learning and student learning outcomes. This method is very appropriate because it allows teachers to identify existing learning problems, apply action-based solutions, and evaluate the effectiveness of the approach used. By implementing PBL, students are given the opportunity to be active in the learning process by facing real problems that are relevant to their lives, so that their understanding of social studies concepts becomes deeper (Septiaseh et al., 2022).

This PTK research process uses a continuous cycle or action cycle, at least twice, with four main stages in each cycle, namely planning, action, observation, and reflection. At the planning stage, the teacher designs a problem-based learning scenario that is in accordance with the social studies material being taught. Furthermore, at the action stage, this approach is applied in teaching and learning activities, where students work in groups to analyze and solve the problems given. The observation stage is carried out by recording responses, participation, and developments in student learning outcomes during the learning process. Then, at the reflection stage, the teacher evaluates the effectiveness of the PBL implementation, identifies obstacles faced, and designs improvements for the next cycle. With this cycle approach, social studies learning becomes more dynamic and interactive, so that it can improve students' understanding and learning outcomes in a sustainable manner. The subjects in this study were all fourth grade students of SD Negeri 2 Wameo. With a total of 21 students consisting of 10 boys and 11 girls.

Data collection techniques in this study include administering a pre-test and a post-test in each action cycle, as well as observations and field notes. The pre-test was conducted before the implementation of the Problem-Based Learning Approach (PBL) to determine the level of students' initial understanding of the social studies material. After this approach was implemented in the learning process, a final test was given to measure the improvement in student learning outcomes. By comparing the results of the pre-test and post-test, researchers can evaluate the effectiveness of PBL in improving students' conceptual understanding and critical thinking skills. In addition to tests, observations and field notes were also used to collect data on the learning process directly. Observations were conducted to observe student involvement in discussions, group work, and how they analyzed and solved the problems given. Field notes contained various important findings during learning, including obstacles faced and students' responses to the PBL approach. This data is very important for reflection at the end of each cycle, so that teachers can make improvements and adjustments to strategies in implementing PBL to improve the social studies learning outcomes of grade IV students at SD Negeri 2 Wameo.

Data analysis in this study used descriptive statistics to measure and evaluate the improvement of student learning outcomes after the implementation of the Problem-Based Learning Approach (PBL) in social studies learning. The data analyzed included individual student scores, class averages, and learning completion levels. The pre-test and post-test results were compared to see the improvement in students' understanding of the material being taught. In addition, the teacher's activeness in guiding and the students' activeness in discussing and solving problems were also observed as indicators of the success of the PBL implementation. With this analysis, it can be seen to what extent the problem-based approach is able to improve the learning outcomes of fourth-grade students of SD Negeri 2 Wameo. The percentage of students' average scores is categorized as very good if it is in the range of 90% <NR <100%, good if 70% <NR <90%, sufficient if 50% <NR <70%, lacking if 30% <NR <50%, and very lacking if 10% <NR <30%. By using this category, student learning outcomes can be analyzed objectively to determine the effectiveness of the PBL approach in improving the understanding of social studies concepts. If the majority of students reach the good or very good category, then this method can be said to be successful. However, if most students are still in the sufficient or less category, then it is necessary to improve the strategy in the next cycle. This analysis not only helps in assessing the success of learning, but also becomes the basis for reflection and improving the quality of teaching that is more interactive and effective.

3. Results and Discussion

3.1. Results

The results of the study on the application of a problem-based approach in social studies learning for fourth grade students of SD Negeri 2 Wameo showed a significant increase in student learning outcomes. This approach encourages students to be more active in identifying and analyzing problems relevant to the

learning material, thereby increasing their understanding of concepts in greater depth. In addition, this strategy also improves students' critical thinking skills and problem-solving abilities, as reflected in the increase in the average value of the evaluation results after the application of this method. Another contributing factor is the increase in student motivation and involvement in the learning process, because they are more interested in discussing and finding solutions to the problems given. Thus, the problem-based approach has proven effective in improving social studies learning outcomes and can be used as an alternative in developing learning methods in elementary schools.

Pre Cycle

The results of learning social studies in the pre-cycle stage show that there are still many students who have not achieved completeness in understanding the material taught. This condition indicates that there are challenges in the learning process that need to be considered, both in terms of teaching methods, student understanding, and other factors that influence learning outcomes. Therefore, a more effective and interactive learning strategy is needed to improve student understanding and help them achieve the expected standards. With the right improvement efforts, it is hoped that learning outcomes can increase significantly in the next learning stage.

Table 1. IPS Learning Outcomes in the Pre-Cycle

Category	Frequency	Percentage
Completed	8	40%
Not Completed	12	60%
Total	1.080	
Highest Score	80	
Lowest Score	20	

Based on the data in Table 1 regarding the results of social studies learning in the pre-cycle, it can be seen that out of a total of 20 students who participated in the learning, only 8 students or 40% achieved learning completion. This shows that a small number of students have met the minimum competency standards set in social studies learning. This learning completion reflects the level of students' understanding of the material that has been taught before the intervention or corrective action. Meanwhile, as many as 12 students or 60% are still in the incomplete category. This percentage shows that the majority of students have not achieved the expected standards in social studies learning. The high number of students who have not completed can be caused by various factors, such as a lack of understanding of the material, ineffective learning methods, or low student learning motivation. This condition indicates the need for improvement efforts in the learning process so that the level of student completion can increase. By looking at these results, strategic steps are needed to improve social studies learning outcomes, especially for students who have not achieved completion. Teachers can evaluate the teaching methods used, apply a more interactive approach, or provide additional guidance for students who are having difficulties.

Thus, it is hoped that student learning outcomes can improve in the next learning stage.

Cycle I

The application of a problem-based approach in social studies learning shows an increase in student learning outcomes. This method helps students be more active in understanding concepts, analyzing problems, and finding solutions independently. Although there has been progress, there are still some students who have not achieved completion, which indicates the need for adjustments in learning strategies. Evaluation and improvement in the next cycle are very important so that this approach can be more effective in improving student understanding. By optimizing the methods used, it is hoped that student learning outcomes can continue to increase significantly.

Table 2. Cycle I Implementation of Problem-Based Approach

Category	Frequency	Percentage
Completed	11	55%
Not Completed	9	45%
Total	1.220	
Highest Score	90	
Lowest Score	50	

Based on the data in Table 2, the application of the problem-based approach in social studies learning in cycle I showed an increase in learning outcomes compared to the pre-cycle. The number of students who achieved learning completion increased, indicating that this method began to have a positive impact on students' understanding of social studies material. This increase reflects the effectiveness of the problem-based approach in actively involving students in the learning process, so that they are better able to understand and apply the concepts taught. Despite the increase, there were still a number of students who had not achieved completion in social studies learning in cycle I. This indicates that the learning method applied was not fully effective for all students. Factors such as difficulty in understanding concepts, lack of student involvement in discussions, or limitations in the application of learning strategies can be the cause of students who have not yet completed. Therefore, an evaluation of the implementation of cycle I needs to be carried out to identify the obstacles faced and determine steps for improvement in the next cycle.

With the improvements that have been achieved, the problem-based approach can continue to be developed and adjusted to be more optimal in improving student learning outcomes. Teachers can make modifications in the application of this method, such as providing more intensive guidance to students who are still experiencing difficulties or providing variations in learning strategies to make them more interesting and easy to understand. With the right improvements, it is hoped that students' social studies learning outcomes can increase more significantly in the next stage of learning.

Cycle II

The results of social studies learning in cycle II showed a significant increase compared to the previous cycle. The majority of students have achieved learning completion, which shows that the application of a problem-based approach is increasingly effective in helping students understand the material.

Table 3. Cycle II Implementation of Problem-Based Approach

Category	Frequency	Percentage
Completed	18	90%
Not Completed	2	10%
Total	1.680	
Highest Score	100	
Lowest Score	60	

Based on Table 3, the results of the application of the problem-based approach in cycle II showed an increase in social studies learning outcomes in grade IV students of SD Negeri 2 Wameo. Of the total students, 18 students or 90% had achieved learning completion, while only 2 students or 10% had not yet completed it. These data indicate that the problem-based approach is effective in improving students' understanding of social studies material, with most students successfully meeting the established completion criteria. This method provides opportunities for students to be more active in critical thinking, participate in discussions, and develop problem solving in learning. Thus, this approach has been proven to be able to improve students' understanding and encourage them to be more independent in learning. Although most students have achieved completion, there are still a few students who have not succeeded in meeting the established learning standards. This indicates that some students may still have difficulty understanding the concept or need additional guidance.

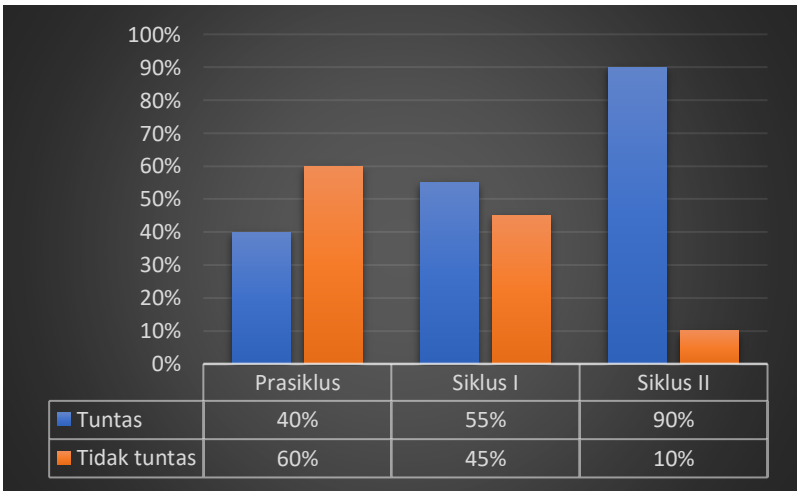

Figure 1. Comparison of Pre-Cycle and Cycle I and Cycle II Recapitulation Results

Comparison of the recapitulation results from the pre-cycle, cycle I, and cycle II shows a significant increase in student learning completion. In the pre-cycle stage, most students had not achieved completion, with a low level of completion. After the application of the problem-based approach in cycle I, there was an

increase in learning outcomes, where more students achieved completion. However, there were still students who had not completed it, which shows that this method needs to be refined to be more effective. The most significant increase occurred in cycle II, where almost all students had achieved learning completion. The percentage of completion which was initially low in the pre-cycle continued to increase in each cycle, while the number of students who did not complete it decreased. This shows that the application of the problem-based approach accompanied by improvements in strategies in each cycle succeeded in gradually increasing student understanding. Thus, this method has proven effective in improving social studies learning outcomes, especially if applied optimally and sustainably.

Factors such as different learning speeds, limitations in active involvement, or the need for more varied teaching methods can be the cause. Therefore, although the results are very good, efforts are still needed to ensure that all students can achieve maximum mastery. Overall, the success of implementing the problem-based approach in cycle II proves that this strategy can significantly improve student learning outcomes. In the future, this approach can continue to be used and adjusted to student needs to be more effective. With ongoing guidance and adjustments in teaching techniques, it is hoped that all students can achieve full mastery and gain a deeper understanding in social studies learning.

3.2. Discussion

The level of completion in the pre-cycle, students are still relatively low. Most students have not reached the minimum competency standards set, which indicates that the learning methods used are not effective in helping students understand the material. The high number of students who do not complete can be caused by various factors, such as lack of student involvement in learning, less interesting teaching methods, or limitations in understanding basic social studies concepts. With these conditions, more innovative and interactive learning strategies are needed to improve student understanding. Teachers need to evaluate the approach used and find more effective solutions so that student learning outcomes can improve. Improvement steps such as the use of more varied learning media, the application of methods that more actively involve students, and the provision of additional guidance for students who experience difficulties are important things to be implemented in the next learning stage.

The results of social studies learning in cycle I showed an increase in student completion compared to the pre-cycle. The application of a problem-based approach began to have a positive impact on student understanding, as seen from the increasing number of students who achieved completion. This method encourages students to be more active in critical thinking, discussing, and finding solutions to problems given in learning. However, there are still some students who have not completed it, which indicates that this method is not fully effective for all students. Therefore, improvements and refinements need to be made in the application of a problem-based approach in the next cycle. Teachers can adjust learning strategies to better suit students' needs, such as providing additional

guidance for those who are still experiencing difficulties and increasing variation in the presentation of materials. With continuous improvement efforts, it is hoped that student learning outcomes can increase more optimally and the level of completion can achieve better results in the next stage.

The results of social studies learning in cycle II showed a significant increase compared to the previous cycle. Most students have achieved completion, which indicates that the application of the problem-based approach is increasingly effective in improving their understanding of the material. Students become more active in critical thinking, discussing, and solving problems given during learning. This success shows that the strategy implemented has been running well and is able to help students achieve the expected competency standards. Although there are still a few students who have not completed, the number is much smaller compared to the previous cycle. This shows that the improvement efforts made have had a positive impact on student learning outcomes. Thus, the problem-based approach can continue to be used and adjusted to student needs to maintain and improve learning effectiveness. The success in cycle II also proves that more active and innovative learning methods can help students understand the material better and improve overall learning outcomes.

4. Conclusion

Based on the results of social studies learning from the pre-cycle stage to cycle II, there was a significant increase in student learning completion. In the pre-cycle, the majority of students had not achieved completion, which indicates that the learning method used was less effective in helping their understanding. After the application of the problem-based approach in cycle I, there was an increase in learning outcomes, although there were still students who had not achieved the completion standard. This method began to have a positive impact by encouraging students to be more active in thinking critically and participating in learning. In cycle II, the increase in learning outcomes was increasingly visible with almost all students achieving completion. Improvements in learning strategies, such as additional guidance and variations in methods, have been shown to help students understand the material better. This success shows that the problem-based approach is an effective strategy in improving student learning outcomes. By maintaining and developing this method, it is hoped that the quality of social studies learning will continue to improve, so that all students can achieve completion optimally.

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