

Improving Grade Students' Social Science Learning Outcomes using the Problem-Based Learning Model in SDN 36 Gunung Sarik Padang

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Abstract: This study is motivated by the low level of students' learning outcomes in the domain of understanding (C2) and the limited development of students' collaborative skills (A2) in Social Studies learning. The purpose of this study is to describe the improvement in students' comprehension abilities and collaborative skills in Social Studies instruction. This research employed a classroom action research design. The research subjects were fifth-grade students of SDN 36 Gunung Sarik, Padang. The research data consisted of information obtained from observation of the implemented actions, learning outcome tests, and observations of teacher activities during the learning process. The results of the study indicate that: (1) students' cognitive learning outcomes increased from 65.38% in Cycle I to 80.77% in Cycle II; (2) students' affective learning outcomes improved from 61.54% in Cycle I to 76.92% in Cycle II; and (3) observations of teacher activities showed an increase from 73.21% in Cycle I to 92.85% in Cycle II. Based on these findings, it can be concluded that there was a significant improvement in the Social Studies learning outcomes of fifth-grade students from Cycle I to Cycle II. The improvement in both cognitive and affective learning domains was achieved through the implementation of the Problem-Based Learning model, which effectively enhanced students' understanding and collaborative skills during the learning process.

Keywords: Improving grade, Social science, Learning outcome, The problem based learning

Introduction

Education is one of the fundamental needs of human beings. Through education, the quality of human life becomes more meaningful and purposeful. Education plays a crucial role in fostering the intellectual development of the nation. Therefore, the government has implemented a national education system that emphasizes the improvement of moral values and the quality of human resources. High-quality education produces high-quality individuals. To achieve this objective, accuracy in the selection and implementation of various subjects is required, one of which is Social Studies learning. Education provides students with insights into knowledge, skills, attitudes, and intellectual abilities. This is in line with the objectives of Social Studies learning at the elementary school level, which aims to equip students with comprehensive understanding, skills, attitudes, and competencies related to real social life. Consequently, teachers are required to design Social Studies learning activities that actively engage students both physically and intellectually in order to improve learning outcomes. According to Susanto (2016), learning is defined as assistance provided by educators to facilitate the process of acquiring knowledge, mastering skills, developing habits, and forming attitudes and beliefs in learners. Furthermore, Ruminiati, (2020) states that Social Studies is an integration of several disciplines, including history, geography, economics, sociology, and anthropology. This integration is intended to familiarize elementary school students with solving social problems holistically, rather than viewing them as fragmented issues separated by disciplinary boundaries. Based on observations conducted by the researcher from October 11 to October 13, 2021, at SDN 36 Gunung Sarik, Padang, several problems were identified in the implementation of Social Studies learning. These issues resulted in less optimal learning processes. Specifically, in terms of instructional practice: (1) teachers tended to rely on conventional teaching methods such as lectures, with limited question-and-answer sessions and discussions; (2) learning materials were not adequately connected to real-life problems encountered by students; and (3) teachers had not clearly formulated problems to be discussed during instruction. As a result, students showed low attention to the teacher's explanations and frequently engaged in off-task conversations with peers during the learning process. In addition, interviews conducted with the fifth-grade homeroom teacher, Ms. Novianti Suswita, on Monday, October 25, 2021, revealed that students' learning outcomes in both the cognitive and affective domains were relatively low. These issues included: (1) a lack of students' willingness to ask questions and read learning materials despite limited understanding of the subject matter; (2) insufficient student participation in learning activities; (3) low ability to

solve problems related to their surrounding environment; and (4) limited collaborative skills (A2), with only approximately 40% of students actively participating in the affective domain. Data on students' cognitive learning outcomes at the level of understanding (C2), based on the Minimum Mastery Criterion (KKM) of 80 established by the school, indicate that learning outcomes had not yet met the expected standards. As shown in the appendix, the results of the mid-semester examination for the first semester of the 2021/2022 academic year in Social Studies for fifth-grade students at SDN 36 Gunung Sarik, Padang, revealed that out of 26 students, 11 students (42.30%) did not achieve the KKM, while 15 students (57.69%) met the criterion. The class average score was 63.38, indicating generally low achievement. In response to these problems, teachers are required to implement appropriate learning models to ensure effective learning processes and the achievement of instructional objectives. One learning model that has the potential to improve Social Studies learning outcomes is a model that fosters students' critical, creative, and innovative thinking skills, as well as their ability to collaborate effectively. The Problem-Based Learning (PBL) model is considered an appropriate instructional approach to address these needs and enhance students' cognitive and affective learning outcomes in Social Studies.

Method

The approach employed in this study combines qualitative and quantitative methodologies. The qualitative approach is a research method grounded in the philosophy of post-positivism and is used to investigate phenomena under natural conditions, in contrast to experimental techniques. In this approach, the researcher serves as the primary instrument, data collection is conducted through triangulation (combined techniques), data analysis is inductive and qualitative in nature, and the research findings emphasize meaning rather than generalization (Sugiyono, 2019). Furthermore, in line with Emzir (2011), qualitative research is an approach that primarily adopts a constructivist paradigm of knowledge, emphasizing multiple meanings derived from individual experiences. These meanings are socially and historically constructed with the aim of developing theories, patterns, or advocacy/participatory perspectives, such as political orientations, issue-based concerns, collaborative processes, or change-oriented frameworks. Based on this explanation, it can be concluded that this study employs a qualitative approach because the research is conducted in a natural setting and reflects existing realities, which are described in narrative form. In contrast, the quantitative approach, according to Emzir (2011), is a research approach that primarily adopts a post-positivist paradigm emphasizing cause-and-effect relationships, reduction to variables, hypotheses, and specific research questions. This approach involves measurement and observation, theory testing, and the use of research strategies such as experiments and surveys that require statistical data. Additionally, Sugiyono (2019) defines quantitative research as a method grounded in the philosophy of positivism, used to examine specific populations or samples. Data are collected using research instruments, and data analysis is quantitative or statistical in nature, with the objective of testing predetermined hypotheses. Based on the above explanations, it can be concluded that quantitative research involves numerical calculations and mathematical data processing aimed at explaining a phenomenon and producing generalizable findings. The type of research employed in this study is Classroom Action Research (CAR). According to Kunandar (2016), Classroom Action Research is a form of action research conducted with the purpose of improving the quality of instructional practices. Similarly, Arikunto (2015, p. 194) states that Classroom Action Research originates from problems that arise in the classroom and are directly experienced by teachers. Therefore, it is inappropriate to assume that problems in Classroom Action Research emerge solely from a researcher's personal reflection or perception. Based on these explanations, it can be concluded that Classroom Action Research (CAR) is a form of research conducted by implementing specific actions aimed at improving teachers' performance in order to enhance students' learning outcomes.

Results and Discussion

This study was conducted at SDN 36 Gunung Sarik, Padang. The research subjects were 26 fifth-grade students, consisting of 8 male students and 18 female students. Data collection was carried out through the implementation of Social Studies learning using the Problem-Based Learning (PBL) model. In accordance with the procedures of Classroom Action Research (CAR), the research was conducted through four stages, namely planning, action (implementation), observation, and reflection. The study was implemented in two cycles. The research findings were derived from data collected through observation and field notes during the learning process, as well as from students' learning outcomes. In addition, reflections on the implementation of the learning process and the research results are presented. The implementation of learning activities in each research action followed the steps of the Problem-Based Learning model as proposed by Trianto (2018.), which consist of systematic stages designed to facilitate active learning and problem-solving skills.

Conclusion

Based on the research findings and discussion, it can be concluded that there was an improvement in students' learning outcomes across all learning outcome indicators from Cycle I to Cycle II through the implementation of the Problem-Based Learning model in Social Studies instruction at SDN 36 Gunung Sarik, Padang. This improvement is evident from the percentage scores of students' learning outcome indicators, as described below:

1. There was an improvement in the Social Studies learning outcomes of fifth-grade students through the use of the Problem-Based Learning model at SDN 36 Gunung Sarik, Padang, from Cycle I to Cycle II. This improvement is reflected in the increase in the percentage of mastery in the cognitive learning domain, which rose from 65.38% in Cycle I to 80.77% in Cycle II.
2. There was an improvement in the collaborative skills of fifth-grade students from Cycle I to Cycle II. This is indicated by the increase in the percentage of students' affective learning outcomes, which improved from 61.54% in Cycle I to 76.92% in Cycle II.

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