Application of Problem Based Learning Strategies to Overcome Students Learning Difficulties

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Abstract

Keywords: Strategi Pembelajaran, Problem Based Learning, Tindakan Kelas.

Abstract
This study aims to 1) describe the process of implementing Problem Based Learning (PBL) strategies in Biology subjects, on the Respiration System material for class XI and 2) to describe the results of implementing Problem Based Learning (PBL) methods in overcoming student learning difficulties in Biology subjects, in Class XI Respiratory System material. This research is descriptive. The research was carried out at SMA Negeri 5 Pematang Siantar, Siantar Martoba district, Pematang Siantar city in 2021/2022 as many as 33 students. The time of the research was carried out in the even semester of 2021/2022 in May 2022. The results obtained in this study were successfully carried out by applying a problem-based learning strategy to overcome students’ learning difficulties with an average score of 30 (very good category) at the first meeting, with details of the category grades 1-12 found as many as 2 students, for the category grades 12-24 obtained as many as 8 students, then for the category values 24-36 found as many as 22 students and category values 36-48 found as many as 1 student and at the second meeting, it was found the average score of 39 (very good category) with details of the value of 24 – 27 found as many as 27 students and the category value of 36-48 found as many as 6 students.

Keywords: Learning Strategy, Problem Based Learning, Class Action.

Introduction
Every student entitled get the opportunity in reach performance satisfactory academic performance. But in reality seen clear that students that have difference in Thing ability intellectual, ability physical, the background behind family, habits and methods of learning that is sometimes very conspicuous with other students. But in the implementation in schools in general only addressed to students with average ability, so that students capable more or capable not enough neglected. From here arise difficulty learning (learning difficulty) that does not only overwrite capable students low just will but overwrite to capable students high (Muhibbin Shah, 2010:169-170)
Difficulty study is something condition where child educate no could study by reasonable, thing this caused because existence threat, obstacle or disturbance in learn (Syafiful Bahri, 2011:23).

In diagnose students who experience difficulty learning, Dalyono (2007:247) calcifies there are many symptoms that show student experience difficulty in study, that is as following :
1. Showed with low performance, i.e achievements obtained below the average of what did the group achieve class.
2. Imbalance Among results achieved with effort made. He attempted with hard however achieved value always low.
3. Tend slow in complete tasks study. In work question he tend slow and lagging with his friends. Likewise in Duty else, he always left behind compared his friends.

Based on observations we made on 27-28 May 2022 researchers throw about statement about difficult sub material studied from eye hard lesson studied. of the number respondents 30 students, responses about the sub-material being studied.

On feedback student about problems that have described above, it is necessary existence solution in resolve difficulty learning experienced by students. In Thing this researcher interested for try experiment To do gift solution solving problem in resolve difficulty experience learning students, namely with apply other methods in learning. With use method learning other, hope student capable resolve difficulty in learn it. one Method learning that can used in resolve difficulty study student is with application Problem Based Learning (PBL) method.

Problem Based Learning, Wena (2010: 91) “Problem Based Learning (PBL) is learning with confront students on problems practical as footing in study or in other words students study through problems" Problem Based Learning provides the role of the teacher as a giver problem, facilitate investigation and dialogue, as well as give Support in learning. So that more students many active and with method this student triggered for can with independent resolve difficulty learn and the teacher plays a role as facilitator in taking decision student with this student have role important and be maker decision (M. Taufiq Amir, 2015:12).

The Problem Based Learning (PBL) method is assessed have many superiorities compared with other methods in resolve difficulty experience learning students . Besides that researcher see Problem Based Learning (PBL) method focuses on focus on learning based problem so that student sued capable complete the problem by independent. This Problem Based Learning (PBL) method could made as one solution for teachers in resolve difficulty learning experienced by students.

**Methode**

Study this is a review process through system cycle as framework thinking developed by Raka Joni, et al that is covers stages : 1) development focus problem research, 2) planning action improvement, 3) implementation action improvement, observation and interpretation, 4) analysis and reflection, 5) planning action continued.

**Cycle I**
1) Planning, including activity (a) compiling scenario learning, (b) making Observation Sheets, (c) preparing tool learning. 2) Implementation action, i.e doing learning by scenario by actual. 3) Observation-interpretation : in the same time, implementation learning observed use sheet observation, then result interpreted. 4) Analysis andreflection, result observations that have been interpreted analyzed and reflected for determining steps action in the second cycle.

**Cycle II**
1) Planning, (a) preparing scenario learning with notice results reflection in the 1st cycle, (b) preparing learning tools. 2) Implementation action, i.e carry out corrective action following scenario learning that has been perfected based on results reflection in the 1st cycle. 3) Observation-interpretation in the same time, implementation learning observed use sheet observation, then result interpreted. 4) Analysis and reflection, results from data analysis in this 2nd cycle usedas reference for determine level achievement the purpose of the teacher in effort Resolve Difficulty Study Student through Implementation of Learning Strategies Problem Based Learning.

**Results Research and Discussion**

**Cycle I**

Based on results observations that have been conducted from cycle 1 at the meeting first obtained significant results however some students are still is in category very bad value good and not good. In Thing it's on cycle first with category value 1-12 found as many as 2 students, for category value 12-24 is obtained as many as 8 students next for category value 24-36 found as many as 22 students and categories value 36-48 found 1 student as well as with the total average value as many as 30 (category good). For could understand results findings at meeting 1 in cycle I, can be seen in the diagram as following.
According to Hanik, 2015 mentions if the learning process is something aspect from an environment-organized school. The environment this supervised and regulated so appearance so that the learning process focused on the goals that have been set. However in the learning process activity study no always successful, often some things cause emergency failure or difficulty learning experienced by students. Happening a difficult study because the student no capable to link Among knowledge new with knowledge long so that cause not understanding or obscurity to something lesson. Difficulty study this no always caused factor intelligence, but can also because non-intelligence factor. High IQ not yet of course ensure success in study.

Difficulty study could be marked with student's average score low. Low student average score could caused by several factor, that is internal factors and factors external. Internal factors that can cause difficulty study for student including: ability intellectual, motivation, health, attitude, interest. Whereas factor external that can cause difficulty study for student in the form of teachers, environment family, environment school, and environment society. So that possibility have results from meeting first caused by from one of factors that.

Due to existence not ability student in understand material presented earlier at the meeting first so in Thing this researcher To do meeting second. The activities carried out in the form of strengthening Theory earlier at the meeting first with expected student capable by equally understand learning delivered with topics discussion system respiration.

The data findings from meeting second obtained more results significant from meeting before. At the meeting second in the form of activity strengthening to many less students understand draft conducted explanation return with results obtained for category value 24-27 found as many as 27 students and categories value 36-48 found as many as 6 students. So that the total average value in the second cycle is 39 (very good category). The data presented as following.

In graph 2 shows if no found students who don't understand the material presented. In the learning process, there are frequent problems experienced by participant educate in activity learning. Problems that occur is because not yet mastered material that has been taught by the teacher in learning in class, so participant educate not yet have enough supplies in understand the activity next in To do activity learning. With not yet mastered material, then will give impact difficulties for students in To do learning. So that important conducted strengthening for prove results from previous data. However from data from this second meeting by equally student capable understanding draft the material being taught.

Based on the observations made by the observer in the first cycle of activities, the following were found:

- a) Some students are still less active in asking and answering questions
- b) There are still students who do not cooperate in doing LKS
- c) Students still look embarrassed to ask about things they don't understand.

Based on the reflection of the first cycle, the actions that will be carried out in the second cycle are:

1) Educators should provide motivational guidance by way of an individual approach to these students.
2) Educators guide and give instructions to students when doing learning
3) Educators motivate students to dare to come forward and ask educators.

**Cycle I I**

Based on results the value of the observations in table 4, which have conducted from cycle 2 at the meeting first obtained significant
results. Not available students who are still is in category of very bad value good and not good. In Thing it's on cycle second student with category values 1-12 not found, for category value 12-24 is obtained as much 3 students next for category value 24-36 found as much 5 students and categories value 36-48 found as much 25 students as well as with the total average value as many as 33 and 40 (category very good). To could understand the findings of the results at meeting 1 of cycle II, can see the diagram as follows.

![Figure 3. Data Value of Meeting I](image)

Based on Chart 3 above results I Meeting Value Data after action cycle II obtained as for finding data from meeting the second cycle 2 obtained more results significant from meeting before. At the meeting second in the form of activity strengthening to many fewer students understand draft conducted explanation return with results obtained for category value 24-27 found as much as and the category value of 36-48 found as many as 6 students. So that the total average value in the second cycle is 40 (very good category). The data presented as follows.

![Figure 4. Second Meeting Value Data](image)

The table above shows that there are no more students who do not understand the material presented. This means that the learning difficulties experienced by students have decreased.

Based on the results of observations about student learning difficulties, it can be described that students participate in learning accompanied by feelings of pleasure. Student activity also increased. They are enthusiastic about carrying out questioning activities so that the available time allocation is used optimally. Students begin to actively ask and respond to questions from their friends. And students also more quickly understand the material taught by the teacher.

**Discussion**

From the results of the research on the initial conditions, Cycle I, and Cycle II of students’ learning difficulties, we can describe as follows:

<table>
<thead>
<tr>
<th>Average Value of Observation Results</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount Overall</td>
<td>69</td>
<td>73</td>
</tr>
<tr>
<td>Percentage</td>
<td>48%</td>
<td>55%</td>
</tr>
</tbody>
</table>

**Table 1. Average Value of Observation Results**

Based on table 5, the average value from the observations can be seen that in the first cycle the percentage of the entire first cycle is 48% while in the second cycle the percentage in the second cycle is 55%. It can be seen from the table that there is an increase between cycle I and cycle II. This shows that the application of Problem Based Learning in resolve difficulty study student at eye lesson biology Theory system at SMA5 Pementang Siantar, that the learning process carried out succeed with category very good implementation. At the time of research students showed activeness in asking or responding and students also quickly understood the material presented.

**Conclusion**

Based on results of research and discussion about the application method Problem Based Learning in resolving difficulty study students at eye lesson biology Theory system at SMA5 Pementang Siantar, can concluded following results application method Problem-Based Learning in class seen from results percentage observations made that the average achievement activity stages of the learning
process carried out by student teachers in the first cycle of 48% and in the second cycle of 55%. This thing show that the learning process carried out succeed with category very good implementation.

Reference