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The Influence of Problem Based Learning Learning Model on Class IV Social Studies Learning Outcomes at SDN Inpres Tammu-Tammu Maros Regency

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Abstrak

Tujuan penelitian ini untuk mengetahui gambaran model pembelajaran, hasil belajar serta pengaruh model pembelajaran *Problem Based Learning (PBL)* terhadap kemampuan kerjasama dan hasil belajar IPS siswa Kelas IV SDN Inpres Tammu-tammu Kabupaten Maros. Penelitian ini menggunakan motode kuasi eksperimen dengan desain penelitian *non equivalet control group design.* Teknik pengumpulan Data melalui tes hasil belajar, observasi dan dokumentasi. Teknik analisis data yang digunakan analisis statistik deskriptif, analisis statistik Inferensial dan uji hipotesis. Data yang diperoleh berdistribusi normal dan homogen dengan menggunakan ujinormalitas dan uji homogenitas *SPSS.* Penerapan model pembelajaran model pembelajaran *Problem Based Learning* pada penelitian ini memperoleh hasil kemampuan Kerjasama dan hasil belajar IPS siswa kelas IV SD di Kecamatan Moncongloe berkategori tinggi dan mengalami peningkatan setelah Jadi terdapat pengaruh penggunaan model pembelajaran model *Problem Based Learning* terhadap Kerjasama dan hasil belajar siswa kelas IV di Kecamatan Moncongloe, dibuktikan melalui perhitungan menggunakan uji t (paired sample t-test) yang memperoleh hasil signifikan (2-*tailed)* 0,000 untuk kemampuan Kerjasama dan hasil belajar . Jika nilai signifikansi kurang dari 0,05 maka Ho ditolak dan Ha diterima. Karena nilai 0,00 lebih kecil daripada 0,05 maka Ha pada penelitian ini diterima yang berarti bahwa ada pengaruh yang signifikan terhadap Kerjasama dan hasil belajar IPS siswa kelas IV SD di Kecamatan Moncongloe Kabupaten Maros.
Kata Kunci: *Problem Based Learning, Kerjasama, Hasil Belajar*

Abstract

The purpose of this study was to determine the description of the learning model, learning outcomes and the effect of the Problem Based Learning (PBL) learning model on the ability to cooperate and social studies learning outcomes for fourth grade students of SDN Inpres Tammu-tammu, Maros Regency. This study uses a quasi-experimental method with a non-equivalent control group design. Data collection techniques through learning outcomes tests, observation and documentation. The data analysis technique used was descriptive statistical analysis, inferential statistical analysis and hypothesis testing. The data obtained were normally distributed and homogeneous using the normality test and the SPSS homogeneity test.The application of the Problem Based Learning learning model in this study obtained the results of the Cooperation ability and social studies learning outcomes for fourth grade elementary school students in Moncongloe District in the high category and experienced an increase after So there was an effect of using the Problem Based Learning model learning model on Cooperation and fourth grade student learning outcomes. in Moncongloe District, it was proven through calculations using the t-test (paired sample t-test) which obtained significant results (2-tailed) 0.000 for the ability to cooperate and learning outcomes. If the significance value is less than 0.05 then Ho is rejected and Ha is accepted. Because the value of 0.00 is smaller than 0.05, Ha in this study is accepted, which means that there is a significant effect on cooperation and social studies learning outcomes for fourth grade elementary school students in Moncongloe District, Maros Regency.
***Keywords**: Problem Based Learning, Cooperation, Learning Outcomes*

Introduction

The quality of education is one of the factors that determine the quality of a nation's Human Resources (HR). In line with the development of Science and Technology (Science and Technology), the role of education is felt to be increasingly important because through education quality and high-level human resources can be prepared and have the ability to process information that is much needed in global competition. (Dewi, 2016). Education is one of the vehicles in the effort to prepare and develop human resources who are ready to face and keep pace with advances in science and technology (Suarni, 2017).

Education is a conscious and systematic effort to develop students' potential. It should (das sollen) that the implementation of education in a country should be the responsibility of the state to implement it in the context of educating the life of the nation (Saputra, 2009).

Education is seen as very important for most Indonesian people. The important role of education in national development, education policy is the main policy. An educated society will be the main capital for the progress of a country, therefore education in Indonesia receives special attention from the government. The government expects education at every level to be carried out optimally and to be able to form quality students (Susiyanti et al., 2021).

Education is carried out in schools from elementary to high school. At all levels students go through the learning process. Learning is a process of interaction between teachers and students along with the elements in it (Wulandari, 2013).

Educational institutions in schools start from elementary to secondary levels, namely formal education. In these educational institutions students are given the knowledge to grow the seeds of social awareness, so that students are aware that humans cannot live without other humans. Therefore, in educational institutions there are Social Sciences (IPS) subjects.

Humans are social beings because they have the urge to relate to other people. There is a need to live with other humans, humans will not be able to live as humans if they do not live among humans. Humans are subject to social rules and norms, human behavior expects an assessment from other humans, humans have a need to interact with other humans and human potential will develop when in the midst of humans.

According to (Alfianiawati et al., 2019) social studies learning in elementary schools provides insight and in-depth understanding of the knowledge, skills, attitudes, and intelligence of students in the realities of social life in society. Therefore the teacher must be able to create social studies learning that involves students fully physically and intellectually to improve social studies learning outcomes. IPS learning is carried out to achieve IPS objectives. (Rizki Dwi Haryono, 2019) states that "Social studies learning develops basic knowledge and skills that are useful for students in everyday life, so that students are sensitive to social problems that occur in the community and are skilled at dealing with any problems that occur".

Social studies education in elementary schools must pay attention to the needs of children aged 6-7 years to 11 or 12 years. According to Piaget, this age period is in the development of intellectual or cognitive abilities at a highly operational level. they see the world as a whole and regard the coming year as a distant time. What they care about is the present (concrete) and not the future that they cannot yet understand (abstract). Even though social studies educational materials are full of messages that are abstract in nature.

According to (Pane., A & Dasopang, 2017) learning is interpreted as a process of changing behavior as a result of individual interactions with their environment. Changes in behavior towards learning outcomes are continuous, functional, positive, active and directed. The process of changing behavior can occur in various conditions based on explanations from educational and psychology experts. Meanwhile, learning is the process of interaction between students and educators, with learning materials, delivery methods, learning strategies, and learning resources in a learning environment. Then, success in the learning and learning process can be seen through the level of success in achieving educational goals.

By achieving the learning objectives, it can be said that the teacher has succeeded in teaching. Thus, the effectiveness of a learning and learning process is determined by the interaction between these components. Learning activities are also interpreted as individual interactions with their environment. The environment in this case are other objects that allow individuals to gain experiences or knowledge, both new experiences or knowledge or something that has been obtained or discovered before but raises attention again for the individual so as to allow interaction.

Learning outcomes are the most important part of learning. (Sudjana, 2016) defining student learning outcomes is essentially a change in behavior as a result of learning in a broader sense covering the cognitive, affective, and psychomotor fields. (Dimyati, 2019) also mentions that learning outcomes are the result of an interaction between learning and teaching. From the teacher's point of view, the act of teaching ends with the process of evaluating learning outcomes (Salmia, 2020). From the student side, learning outcomes are the end of teaching from the top of the learning process.

Learning outcomes are a form that describes learning efforts that involve interactions between teachers and students, or other people and their environment. From this understanding it can be interpreted that learning achievement is the result achieved by students after going through the learning process which is shown in the form of numbers, letters or actions that reflect the child's achievements in a certain period of learning.

Learning outcomes according (Bloom, Benyamin.S, 2014) known as Bloom's taxonomy are grouped into three aspects, namely; cognitive (knowledge), affective (attitude) and psychomotor (skill) aspects.

Appearances that can be observed as a result of learning are called abilities (Gagne, R.M dan Briggs, 1979). Furthermore, Gagne categorizes five abilities as learning outcomes. The first ability is called an intellectual skill, because the skill is an appearance shown by students about the intellectual operations they can perform. The second ability involves the use of cognitive strategies, because students need to show complex performances in a new situation, where they are given little guidance in selecting and applying previously learned rules and concepts. The third ability relates to an attitude or perhaps a set of attitudes that can be shown by

behavior that reflects the choice of action towards science activities. The fourth ability is verbal information, and the last is motor skills.

The concept of the learning model according to (Trianto, 2009), states that the learning model is a plan or pattern that is used as a guide in planning classroom learning or tutorial learning. The learning model refers to the learning approach that will be used, including teaching objectives, stages in learning activities, learning environment, and classroom management.

From the concept of learning, it can be defined that the learning model is a systematic procedure or pattern that is used as a guide to achieving learning objectives in which there are strategies, techniques, methods, materials, media and learning assessment tools.

According to John Dewey, Problem Based Learning or problem-based learning is the interaction between stimulus and response, which is a relationship between two-way learning and the environment. Student experience obtained from the environment will make materials for him to gain understanding and can be used as guidelines and learning objectives. Problem-based learning is a problem-centered learning activity. The term centered means to be the theme, unit, or content as the main focus of learning (Kusumawat, 2015).

Learning Problem Based Learning is an innovation in learning because in PBL students' thinking abilities are really optimized through a systematic process of group or team work, so that students can empower, hone, test, and develop their thinking skills on an ongoing basis.

The application of the Problem Based Learning model was chosen because it requires students to be active in investigations and problem-solving processes in learning, (Setyosari, 2022) "*PBL is an instructional (and curricular) learner-centered approach that empowers learners to conduct research, integrate theory and practice, and apply knowledge and skills to develop a viable solution to a defined problem*". The Problem Based Learning model is student-centered learning and empowers students to conduct research, integrate theory and practice, and apply knowledge and skills to develop feasible solutions to solve a problem.

According to (Hosnan, 2014) The Problem Based Learning model is a learning model that uses ill-structured and open real world problems as a context for students to develop problem solving and critical thinking skills as well as build new knowledge. According to (Abidin et al., 2020) the Problem Based Learning (PBL) model is a learning model that provides authentic experiences that encourage students to learn actively, construct knowledge, and integrate learning contexts in real life naturally. So it can be concluded that the Problem Based Learning (PBL) model is an active student learning model that associates new information with the cognitive structure that students already have (meaningfull learning) through learning activities in groups to find solutions to real world problems to develop skills. solve problems with the help of various learning resources.

In connection with this, the author's encouragement arose to research the application of the Problem Based Learning learning model to students' collaboration skills and student learning outcomes. Therefore, researchers are interested in conducting research to determine the effect of the Problem Based Learning Learning Model on Social Studies Learning Outcomes for Grade IV SDN Inpres Tammu-tammu Maros Regency.

Metode (15%)

The approach used is a quantitative approach with the type of research used in this research is a quasy experiment with nonequivalent control group design. This research was conducted by giving treatment to the experimental group and providing a control group as a comparison.

This design consists of two groups each given a pretest and posttest which are then given treatment using the Problem Based Learning (PBL) learning model and without using the Problem Based Learning (PBL) learning model. The experimental class was first given an initial ability test (pretest), then treated with the Problem Based Learning (PBL) learning model and then gave a final test (posttest), to determine the effect of cooperative abilities and student learning outcomes. The control class was first given an initial ability test (pretest), then treated without using the Problem Based Learning (PBL) learning model and then given a final test (posttest), to determine the effect of cooperative abilities and student learning outcomes.

In accordance with the form of research as well as the data sources used, the data collection techniques used by researchers in this study were: learning achievement tests, observation, and documentation.

The data in question is data from the validation results of research instruments which include observation sheets on the implementation of learning models (teacher activities), observation sheets on student activities, observation sheets on student collaboration skills and student learning outcomes tests. The data analysis technique in this study is quantitative, so the authors use statistical data analysis by analyzing quantitative descriptive using SPSS 20.0.

The hypothesis testing was carried out in this study using the t-test (t-test) while the provisions were significance rates (a) = 0.05 or 5% and the criteria used in

the t-test were H0 accepted if sig ≥ 0.05 ≤ table H1 is rejected if sig ≤ 0.05. (using SPSS).

Hasil dan Pembahasan (70%)

The description of student learning outcomes used the categorization formula that had been determined previously in chapter 3 and used descriptive statistical analysis with the help of the Microsoft excel and SPSS for window programs presented in the appendix.

a. Experimental class learning outcomes after treatment (post-test)

To find out the social studies learning outcomes in the experimental class after the treatment (post-test) of fourth grade students at SDN Inpres tammu-tammu Maros district, the data obtained were analyzed using descriptive statistics with the help of the SPSS for Window program presented in attachment. Following are the results of the descriptive statistical analysis of student learning outcomes in the experimental class after treatment (post-test):

Statististik deskriptif	Nilai
N	30
Mean	88
Median	90
Mode	90
Standar Deviasi	7,14
Range	20
Minimum	80
Maximum	100
Sum	2640

Based on the table of results of descriptive statistical analysis regarding student learning outcomes in the experimental class after treatment (post-test) it was found that from the 30 students studied, data was obtained that the maximum score obtained by students was 100 and the minimum score obtained by students was 80 and the score the mean obtained by students is 88. Then a median value of 90 is obtained which means that 50% of student scores score above 90 and 50% of students score below 90. Then a standard deviation value of 7.14 is obtained which interprets that the value obtained by students tends to spread between a maximum score of 100 and a minimum score of 80.

Further analysis regarding the categorization of experimental class student learning outcomes after treatment (post-test) is presented in the following table

Interval	Kategori	Frek	Persen
85-100	Sangat Baik	19	63,33
70-84	Baik	11	36,67
55-69	Cukup Baik	0	0,00
40-54	Kurang Baik	0	0,00
0-39	Sangat Kurang Baik	0	0,00

Based on the table above it can be stated that in general student learning outcomes are good. This is evidenced by the results of data processing that out of 30 students there were 36.67% (11 out of 30 students) in good criteria and out of 30 students there were 63.33% (19 out of 30 students) in very good criteria.

b. Control class learning outcomes after treatment (post-test)

To find out the description of social studies learning outcomes in the control class after the treatment (post-test) of fourth grade students at SDN Inpres, the guests of Maros Regency. Following are the results of the descriptive statistical analysis of student learning outcomes in the control class after treatment (post-test):

Statististik deskriptif	Nilai
N	30
Mean	74,23
Median	80
Mode	73
Standar Deviasi	7,61
Range	28
Minimum	65
Maximum	95
Sum	2407

Based on the table of results of descriptive statistical analysis regarding student learning outcomes in the control class after treatment (post-test) it was found that from the 30 students studied, data was obtained that the maximum score obtained by students was 93 and the minimum score obtained by students was 65 and the the mean obtained by students is 74.23 Then a median value of 80 is obtained which means that 50% of student scores obtain scores above 80 and 50% of students obtain scores below 80. Then a standard deviation value of 7.61 is obtained which interprets that the value obtained by students tends to spread between a maximum score of 93 and a minimum score of 65.

Further analysis regarding the categorization of student learning outcomes in the control class after treatment (post-test) is presented in the following table:

Interval	Kategori	Frek	Persen
85-100	Sangat Baik	7	23,33
70-84	Baik	16	53,34
55-69	Cukup Baik	7	23,33
40-54	Kurang Baik	0	0,00

0-39	Sangat Kurang Baik	0	0,00

Based on the table above it can be stated that in general student learning outcomes are good. This is evidenced by the results of data processing that out of 30 students there were 53.34% (16 out of 30 students) in good criteria. The following is a histogram of student learning outcomes after treatment in the experimental class.

c. Normality test

The aim is to find out whether the data obtained based on data collection is normally distributed or not so that inferential statistics can be used in testing the hypotheses in this study. In this study the normality test used the Kolmogorov-Smirnov method with the help of the SPSS program which is presented in the appendix, with the criteria if the Sig P value > α (0.05) then the data is normally distributed.

The summary interpretation of the test results is presented in the following table: Summary table of Tests of Normality output

Kelompok	**Nilai Sig. P**	**Keterangan**
Pre-test eksperimen	0,173	Normal
Post-test ekperimen	0,216	Normal
Pre-test kontrol	0,114	Normal
Post-test kontrol	0,092	Normal

Based on the table presented above, it can be concluded that the data obtained from each group is based on testing >α (0.05) so that the data acquisition meets the normality requirements.

d. Homogeneity Test

Aims to determine the similarity of variance between the two groups, namely the experimental group and the control group so that inferential statistics can be used in testing the hypotheses in this study. In this study, homogeneity testing was used with the help of the SPSS program presented in the appendix, with the criteria if the Sig P value > α (0.05) then the data is homogeneous. The summary interpretation of the test results is presented in the following table:

Kriteria	Nilai sig. p	Keterangan
Based on Mean	0,238	Homogen
BetweenGroups	0,197	Homogen

Based on the table presented above, it can be concluded that the data obtained from each group is based on testing > α (0.05) so that the data acquisition meets the homogeneity requirements.

e. Hypothesis Test Results

To find out the effect of the Problem Based Learning learning model on Cooperation Ability and Social Studies learning outcomes for Class IV Students of SDN Inpres Tammu-tammu Maros district, the analysis technique used is by using a t-test (paired sample t-test). Data processing in achieving the research objectives and testing the hypotheses in this study using the SPSS for window program which is presented in the appendix.

The hypotheses in this study are: Null hypothesis (Ho): There is no significant effect of the application of the Problem Based Learning learning model on Cooperation Ability and Social Studies learning outcomes for Class IV SDN Inpres Tammutammu, Maros district. Alternative Hypothesis (Ha): There is a significant positive effect of the application of the Problem Based Learning learning model on the Collaboration Ability and Social Studies Learning Outcomes of Class IV SDN Inpres Tammu-tammu, Maros Regency.

Test criteria:

If the sig. < 0.05 then H0 is rejected and Ha is accepted. If the sig. > 0.05, then H0 is accepted and Ha is rejected. The following is the summary interpretation of the data processing results:

		Mean	Std. Deviasi	T	Df	Sig (2-tailed)
Pair 1	Pretest-posttest	13,000	7,143	9,967	29	0,000

Based on the table above, it is obtained that a sig P value of 0.00 <α (0.05), then Ho in this study is rejected and Ha is accepted, so it is concluded that there is a significant positive effect on the application of the Problem Based Learning learning model on the ability of Cooperation and Social Studies learning outcomes Grade IV students at SDN Inpres Tammu-tammu, Maros Regency.

Based on this study, it aims to determine the effect of the Problem Based Learning learning model on cooperation abilities and social studies learning outcomes for Class IV SDN Inpres Tammu-tammu, Maros district. The type of research used is quasi-experimental or all experiments with the aim of predicting conditions that can be achieved through experiments where there is actually control of a variable, thus there is a control class and an experimental class.

This study used a population of 2 different classes, namely class IV.A as the experimental class and class

IV.B as the control class at SDN Inpres Tammu-tammu Maros district. The data obtained were normally distributed and homogeneous using the SPSS normality test and homogeneity test. Treatment was given to the experimental class using the Problem Based Learning model and the control class was given treatment using conventional learning models.

This study applied two learning models, namely the Problem Based Learning model applied to class V.A while the conventional learning model was used in class V.B at SDN Inpres Tammu-tammu, Maros district. The aim is to determine the effect of the Problem Based Learning learning model on cooperation abilities and social studies learning outcomes for Class IV SDN Inpres Tammu-tammu, Maros Regency.

Learning is an activity carried out by someone in order to have competence in the form of skills and knowledge needed. Learning can also be seen as an elaboration process in an effort to search for meaning carried out by individuals. The learning process is basically carried out to improve professional abilities or competencies. Thus learning conducted by fourth grade students of SD Inpres Tammu-tammu Maros Regency, using the Problem Based Learning learning model has increased, especially in learning outcomes which are marked by proof of the results of data processing that out of 30 students there are 36.67% (11 of 30 students) are in good criteria and out of 30 students there are 63.33% (19 out of 30 students) are in very good criteria. Grade IV students in social studies learning experience classical mastery in student learning outcomes.

This is in line with Gagne's learning theory, namely learning theory which is a combination of behaviorism and cognitivism. Learning is something that occurs naturally, but only occurs under certain conditions. Namely the internal condition which is the readiness of students and something that has been learned, then the external condition which is a learning situation that is deliberately arranged by educators with the aim of facilitating the learning process, thus in social studies learning which improves learning outcomes by using the Problem Based Learning learning model.

Problem Based Learning learning model according to John Dewey Problem Based Learning or problem-based learning is the interaction between stimulus and response, which is a relationship between two-way learning and the environment. Student experience obtained from the environment will make materials for him to gain understanding and can be used as guidelines and learning objectives.

Learning outcomes are the most important part of learning. (Sudjana, 2016) defining student learning outcomes is essentially a change in behavior as a result of learning in a broader sense covering the cognitive, affective, and psychomotor fields. (Dimyati, 2019) also mentions that learning outcomes are the result of an interaction between learning and teaching. From the teacher's point of view, the act of teaching ends with the process of evaluating learning outcomes. From the student side, learning outcomes are the end of teaching from the top of the learning process. This shows that the learning outcomes from the first meeting to the sixth meeting have increased.

The Problem Based Learning learning model focuses on: 1) facilitating the Problem Based Learning process; changing ways of thinking, developing inquiry skills, using cooperative learning; 2) train students on problem solving strategies, giving in-depth reasons, metacognition, critical thinking, and systems thinking; 3) become an intermediary in the process of controlling information; researching the environment, accessing diverse sources of information, and making connections. The Problem Based Learning learning model trains students to think critically and creatively in groups so as to improve students' collaboration abilities. In addition, high-level critical and creative thinking improves student learning outcomes, this is indicated by an increase in class IV learning outcomes at SDN Inpres Tammu- Tammu Maros Regency. sig P value of 0.00 <α (0.05), then Ho in this study was rejected and Ha was accepted, so it was concluded that there was a significant positive effect on the application of the Problem Based Learning learning model on the ability of Cooperation and Social Studies learning outcomes for Class IV SDN Inpres Tammu-tammu maros district.

Based on the discussion above, the Problem Based Learning learning model can provide a response to students in finding their own problems in learning. According to John Dewey's theory, Problem Based Learning or problem-based learning is the interaction between stimulus and response, which is a relationship between two-way learning and the environment. Student experience obtained from the environment will make materials for him to gain understanding and can be used as guidelines and learning objectives. so that there is an effect of the application of the Problem Based Learning learning model on the ability of Cooperation and Social Studies learning outcomes for Grade IV Students at SDN Inpres Tammu-tammu, maros district.

Simpulan (5%)

Based on the results of research on the effect of the use of problem-based collaborative learning models on motivation and problem-solving abilities in social studies learning of fifth grade elementary school students in Moncongloe District, it can be concluded that social studies learning motivation of fifth grade elementary school students in Moncongloe District is in the high category after the learning model is applied problem-

based collaborative as well as students' problem-solving abilities in social studies learning have increased after using this learning model. So there is an effect of the use of problem-based collaborative learning models on the motivation and problem-solving abilities of fifth grade students in Moncongloe District. This research was proven through the calculation of the Manova test which obtained significant results (2-tailed) 0.000 for the variables of motivation and problem solving abilities. If the significance value is less than 0.05 then Ho is rejected and Ha is accepted. Because the value of 0.00 is smaller than 0.05, Ha in this study is accepted, which means that there is a significant influence on the motivation and social problem-solving skills of fifth grade elementary school students in Moncongloe District, Maros Regency.

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