

Application of the Problem Based Learning (PBL) learning model to improve learning outcomes and reading skills in Indonesian class 1 subject at SDN 02 Girimoyo

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Abstract: *The purpose of this study was to improve learning outcomes and reading skills through the PBL learning model for grade 1 students at SDN 02 Girimoyo. The research method used is PTK (Classroom Action Research) based on Lesson Study using 2 research cycles. Each cycle consists of plan, do, see. The research subjects were all 30 students in class 1-A at SDN 02 Girimoyo (13 girls and 17 boys). The results of the study explain that the average percentage of cycle 1 is 73.96% where the classical learning completeness is 43.33% and there is an increase in learning outcomes and reading skills in cycle II with an average percentage of 85% and the classical learning mastery is 86.67%. From these results it can be concluded that the application of the PBL learning model.*

Keywords: *Problem Based Learning (PBL); Learning outcomes; Reading Skills*

Introduction

Education is an internal development process that includes the development of thinking, speaking and positive traits that are potentially useful to individuals or the general public (Dwi Hikhmawati et al., 2021). Education aims to teach children to think critically and broaden their horizons through the knowledge they acquire at school and through other activities (Suriani & Effendi, 2016). Teaching reading and writing is one aspect of basic education. Learning Indonesian does play an important role. In learning Indonesian, it is necessary to master the skills of speaking, listening, writing, and reading. Based on Muammar, (2020) states that the syllable peeling method is the starting point for learning to read which does not focus on the sounds that appear, whether students understand the symbols. In teaching and learning activities, the following method begins by introducing syllables in the form of ba, bi, bu, be, bo, and so on. According to KBBI, words are components of language that can be used as a means of communication because they come from the embodiment of thoughts and feelings (Mustikawati, 2015). The SAS method is an initial reading method that starts with complete sentences, breaks them down into words, syllables, and letters before rearranging them through letters into complete syllables, words, and sentences (Rerung et al., 2017). The ability to read and write is a fundamental reference in learning not only in the process of learning language but in the process of learning other subjects (Syukri et al., 2021). The ability to read in each child is different and develops in response to the stimulus provided (Laely, 2013). The importance of learning to read in elementary school as a foundation in developing early reading skills (Rozhana & Anwar, 2022). The number of students in grade 1 A at SDN 02 Girimoyo is 30 students coming from a number of different Kindergartens, so that each child has a varying capacity in terms of reading. Sourced from the results of interviews and observations in the implementation of PPL 1 in class 1 SDN 02 Girimoyo that out of 30

students in class 1-A there were 40% of students who were not able to read fluently and fluently, 40% of them were still not fluent in reading letter symbols, syllables word and word. According to the author's observations, it was found during the observation in class 1-A SDN 02 Girimoyo that there were several problems, namely 1) students' reading skills were lacking, 2) teaching and learning models were not diverse, 3) teaching tended to focus on the teacher so that teaching and learning activities were less creative, active, and innovative. 4) limited learning media to support learning activities in class. 5) student learning outcomes in Indonesian language subjects are still unsatisfactory (Hasyatun, 2022). Based on these problems, the efforts to solve the problem that can be carried out are through changing the teaching and learning model which was originally focused on educators to focus on students which can be applied in the PBL (problem based learning) teaching and learning model, which is a teaching and learning model that involves students in solving problems and able (Yusita et al., 2021). The PBL model has 5 steps, namely (1) placing students in problems and teaching and learning objectives, (2) organizing students to learn, (3) directing individual and group observations, (4) creating and introducing works, (5) reviewing and assess critical thinking mechanisms (Istiqomah et al., 2021). The ability to read syllables, words and sentences has basically been widely used in previous studies but with different subjects, methods and application of learning models. Research by Djamilatun, (2021) on optimizing reading capabilities through the picture card-based syllable method for Grade 1 students at SDN Becingengor Wonoayu Sidoarjo by applying HUPARO media. Based on research results, that in cycle II learning that was previously passive becomes active by conducting questions and answers and enthusiasm in carrying out teaching and learning activities. This condition is known from the learning outcomes of students in cycle II which are truly satisfying, namely 98% of students complete and meet the class completeness criteria. Research by Lailaturrohmah & Wulandari, (2021) regarding optimizing the ability to read syllables through the Montessori model of the large moveable alphabet. Based on the results of the study that the Montessori method of the LMA model can improve the ability to read syllables of group A children in the Islamic Kindergarten Al-Qosim Gandu Mlarak Ponorogo. Research by Madasari & Muyani, (2016) on the effectiveness of the spelling method and SAS when teaching writing and reading skills to first grade elementary school students. Based on the research findings, the spelling method and SAS were able to arouse students' interest in writing and reading skills at the beginning. The differences in this research with previous studies are in the research subjects, methods, application of models and learning media used differently from those carried out by current researchers even though the context or discussion in the research is the same, namely regarding the ability to read in Indonesian subjects regarding syllable material, words and sentences but the focus of research conducted by current researchers by applying a problem-based learning model is a learning model that can improve reading skills and learning outcomes. which was not previously carried out by previous researchers. The existence of this research aims to improve learning outcomes and reading skills in Indonesian language subjects by applying the PBL learning model for class 1 students at SDN 02 Girimoyo Malang.

Method

PTK (Classroom Action Research) based on Lesson Study is the method used in this study, which is research with the aim of optimizing the quality of the process and results of teaching and learning in the classroom (Arikunto, 2017). The research location used for CAR is at SDN Girimoyo, Kec. Ploso reef, Malang. The time for class action research (PTK) was from 24 October to 2 December 2022. The research subjects were students in class 1-A at SDN 02 Girimoyo Malang, a total of 30 students (17 boys and 13 girls) for the 2022/2023 academic year. The application of problem-based learning models is the focus of the study. Research modeling by Kemmis and Mc Taggart Nuraini & Kristin, (2017), the spiral between cycles, is used in the research procedure. Each cycle has 3 stages including planning (planning learning), Do (implementing learning), See (reflecting and improving learning).

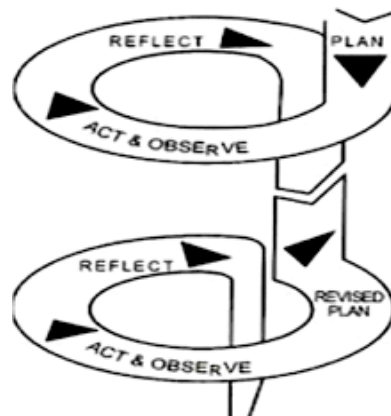


Figure 1. The Flow of Implementation in Classroom Action Research

The research was carried out for 2 research cycles, with 2 meetings in each cycle. Have time for 4 x 30 minutes. The techniques and instruments used to collect data during the implementation of classroom action research were interviews, observations, and tests. The research data was analyzed through the use of data analysis methods, namely test results data (quantitative) which were then used as qualitative in the form of descriptions. The results of classroom action research to improve reading skills can refer to the findings of the analysis to show the success of classroom action research. learning outcomes and reading skills for students in class 1 SDN 02 Girimoyo at least 75% of students can meet the KKM (Minimum Completeness Criteria) for Class 1 Indonesian language subject SDN 02 Girimoyo.

Results and Discussion

Based on the results of the analysis of cycle 1 through learning syllables and words in Indonesian class 1 SDN 02 Girimoyo. The analysis of learning outcomes in giving evaluation questions for cycle 1 can be observed in table 1.

Table 1. Recapitulation of Cycle I Evaluation Results

No. Absent	Student Code	Evaluation Result Value		
		Cycle I	KKM	Criteria
1	S-1	68	75	Incomplete
2	S-2	70	75	Incomplete
3	S-3	68	75	Incomplete
4	S-4	70	75	Incomplete
5	S-5	60	75	Incomplete
6	S-6	80	75	Complete
7	S-7	70	75	Incomplete
8	S-8	65	75	Incomplete
9	S-9	85	75	Complete
10	S-10	68	75	Incomplete
11	S-11	70	75	Incomplete
12	S-12	82	75	Complete
13	S-13	84	75	Complete
14	S-14	90	75	Complete
15	S-15	70	75	Incomplete
16	S-16	80	75	Complete
17	S-17	80	75	Complete
18	S-18	85	75	Complete
19	S-19	60	75	Incomplete
20	S-20	80	75	Complete
21	S-21	70	75	Incomplete
22	S-22	85	75	Complete
23	S-23	70	75	Incomplete
24	S-24	60	75	Incomplete
25	S-25	68	75	Incomplete
26	S-26	80	75	Complete
27	S-27	70	75	Incomplete
28	S-28	86	75	Complete
29	S-29	80	75	Complete
30	S-30	65	75	Incomplete
Total		2.219		
Average Value		73,96 %		
Complete Percentage		43,33 %		
Incomplete Percentage		56,67 %		

Based on table 1, the recapitulation of the evaluation results of cycle 1 shows that the average value of learning outcomes in the form of giving evaluation questions in cycle 1 is 73.96%, which means that the average student score has not reached the maximum KKM limit or is still below the KKM. The researchers targeted the percentage of students who achieved completeness of the KKM by 85%. The percentage of students who passed was 13 where the

student test results who completed the percentage were 43.33%, while the percentage of students who did not complete was 17 with the percentage of students who did not complete the test results. 56.67 %. So, cycle 1, the percentage of students who complete is less than the KKM, so the writer continues by doing cycle II with the improvements that have been made in cycle I because the implementation of cycle I is student learning outcomes have not been maximized.

Based on the results of the analysis of cycle II through learning syllables and words in Indonesian language class 1 SDN 02 Girimoyo, the next activity is the final assessment of student activities in class 1 SDN 02 Girimoyo. The analysis of learning outcomes for giving cycle 1 tests can be observed in the table.

Table 2. Recapitulation of Cycle I Evaluation Results

No. Absent	Student Code	Evaluation Result Value		
		Cycle II	KKM	Criteria
1	S-1	78	75	Complete
2	S-2	80	75	Complete
3	S-3	80	75	Complete
4	S-4	70	75	Incomplete
5	S-5	76	75	Complete
6	S-6	82	75	Complete
7	S-7	80	75	Complete
8	S-8	78	75	Complete
9	S-9	90	75	Complete
10	S-10	80	75	Complete
11	S-11	70	75	Incomplete
12	S-12	87	75	Complete
13	S-13	88	75	Complete
14	S-14	95	75	Complete
15	S-15	80	75	Complete
16	S-16	100	75	Complete
17	S-17	90	75	Complete
18	S-18	95	75	Complete
19	S-19	72	75	Complete
20	S-20	90	75	Complete
21	S-21	80	75	Complete
22	S-22	92	75	Complete
23	S-23	87	75	Complete
24	S-24	90	75	Complete
25	S-25	85	75	Complete
26	S-26	90	75	Complete
27	S-27	80	75	Complete
28	S-28	95	75	Complete
29	S-29	90	75	Complete
30	S-30	72	75	Complete
Total		2.550		
Average Value		85 %		
Complete Percentage		86,67 %		
Incomplete Percentage		13,33 %		

Based on the table of test results for cycle II, the number of test results giving evaluation questions to students in class 1-A at SDN 02 Girimoyo is 2,550 with an average of 85%, this means that in the implementation of cycle II, learning outcomes have increased and reached the KKM limit. The number of students who finished studying was 26 students where the percentage was 86.67% and the number of students who did not complete was 4 where the percentage of evaluation results was 13.33%. The implementation of this second cycle as a whole has increased because previously the percentage of student evaluation results that were completed was 48.14%, in this second cycle it increased by 86.67%. So that it can be concluded that the implementation of cycle II has been running in line with the author's targets and achieved the success criteria.

PTK that has been carried out by the following authors is carried out in 2 cycles with each stage of the cycle consisting of plan, do, see (Muhyidin et al., 2018). This research was conducted through the application of the PBL (problem based learning) teaching and learning model, which is one of the teaching and learning models that can be used to overcome problems in learning because it is able to form its own understanding through learning activities (Nisa, 2015). Based on the results of observations in cycle I, namely students' reading skills in grade 1 students are still lacking, even though in learning activities the teacher has implemented learning media in the form of pictures that show syllables that start with la-li-lu-le-lo with collaborative learning with group members using the PBL teaching and learning model (Shoimin, 2016), but there are still a number of students who are less active in teaching and learning activities (Nuraini & Kristin, 2017b). This is evidenced in table 1 of the recapitulation of cycle 1 evaluation results, namely 13 students who completed the test results where the percentage of students who completed the test was 43.33%, while the percentage of students who did not complete was 17 with the percentage of student test results who did not complete 56,67 %. From this explanation, it is clear that students' reading skills in cycle 1 still need to be improved so that researchers continue the action in cycle II.

The existence of improvements or reflections in cycle 1 is able to provide good follow-up in cycle II. This is according to observations from observers through TBLA microteaching data. The implementation of cycle 2 learning practices is in the good category, namely the sentence reading skills of students in class 1-A SDN 02 Girimoyo are already fluent and fluent. This is based on the use of a problem-based learning model in cycle II teaching and learning practices and is able to inspire students to actively contribute to the development of their own knowledge through group work and actively conducting questions and answers (Lailaturrohmah & Wulandari, 2021). This statement can be proven by the learning outcomes of class 1-A students at SDN 02 Girimoyo, namely table 2 recapitulating the results of the evaluation of cycle II where the average percentage is 85%. The percentage of students who complete learning is 26 students where the percentage is 86.67% and the number of students who do not complete is 4 with an evaluation result percentage of 13.33%. So it can be concluded that there is an increase in classical learning outcomes in cycle II based on the requirements of learning success above 75%.

Conclusion

Based on the research data, it can be concluded that the skill of reading sentences with the help of the SAS (Synthetic Structural Analytical) method is able to optimize the learning outcomes of class 1-A students at SDN 02 Girimoyo. This condition can be observed in the learning outcomes of the first cycle of skills reading syllables and words assisted by media images beginning with la-,li-,lu-,le,lo obtaining an average percentage of 73.96% where the number of students who complete (study completeness) classical) as many as 13 and the percentage is 43.33%. While the number of students who did not complete was 17 people and the percentage was 56.67%. In cycle II there was an increase in the ability to read sentences he knew everyday with the help of creative SAS media. The number of students who completed 26 people while those who did not complete 4 people. Classical learning completeness in cycle II with a percentage of 86.67% and incomplete learning outcomes with a percentage of 13.33%. Implementation of this second cycle as a whole has increased because previously the percentage of student learning outcomes that were completed was 43.33%, in this second cycle there was an addition of 86.67%. So it can be concluded that cycle II has been carried out in accordance with the researchers' targets and achieved the success criteria. The implications for students from the application of the problem-based learning model with the help of the SAS (Synthetic Structural Analytical) method can improve learning outcomes and reading skills of class 1 A students at SDN Girimoyo. The implications for teachers and schools through the application of problem-based learning models can be used as an alternative teaching in an effort to improve student learning outcomes.

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