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Application of The Problem Solving Learning Method in an Effort to Improve The Learning Outcomes of Indonesia Language Procedure Texts of Elementary Students

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ABSTRACT

This research is motivated by the low learning outcomes of students' procedural texts in the Indonesian Language subject in Grade V UPT SD Negeri 060874 Medan City. The learning process is less active, which causes students to be less enthusiastic about learning. Many students tend to chat or play during lessons, so the material is not conveyed optimally. This condition has an impact on low student grades in the Indonesian Language, especially in understanding and writing procedural texts. Therefore, this study aimed to determine whether the application of the problem-solving method can improve student learning outcomes in learning procedural texts. This study used a Classroom Action Research (CAR) approach, which was carried out in two cycles. Each cycle consists of planning, implementation, observation, and reflection stages. The subjects in this study were fifth-grade students of UPT SD Negeri 060874 Medan City in the 2025-2026 Academic Year. Data were collected through observation of student activities during the learning and learning outcome tests in each cycle to determine the improvements that occurred. The results showed that the application of the problem-solving method could significantly improve student learning outcomes. In cycle I, the percentage of student learning completion reached 70%, whereas in cycle II, it increased to 95%. Thus, there was a 25% increase after the application of the problem-solving method. This increase is also supported by changes in student behaviour, who are more active in learning, more focused on the material, and able to solve problems given in learning procedural texts. Based on these findings, it can be concluded that problem-solving is an effective learning strategy for improving student learning outcomes. Therefore, this method is recommended in Indonesian language learning to increase student engagement and improve learning outcomes.

Keywords: learning outcomes, problem solving, classroom action research, procedural text, Indonesian.

I. INTRODUCTION

Education is a key factor in national development. Through quality education, students are expected to develop their full potential and contribute significantly to society. Indonesia plays a crucial role in education. This subject serves not only as a communication tool, but also as a means of developing critical thinking, creativity, and literacy skills. However, in practice, student learning outcomes in Indonesians still face various challenges (Ahmadi & Supriono, 2008).

At the elementary school level (SD), particularly in the fifth grade, many students experience difficulty understanding procedural texts. Observations and various studies have indicated that poor student learning outcomes are often caused by a lack of varied teaching methods. Conventional learning models, such as lectures and question-and-answer sessions, often fail to capture students' attention or foster active participation in the learning process. This results in the students' poor understanding of procedural texts and reduced critical thinking and problem-solving skills.

Learning experiences linked to students' real-life situations are crucial in the teaching and learning processes. These learning experiences serve as sources of the knowledge and skills that drive optimal learning outcomes. The primary indicator of learning outcomes is changes in student behavior, for example, from not knowing to knowing, or from not understanding to understanding (Irene, 2014).

Effective learning activities are necessaryto achieve positive learning outcomes. As the primary factor in the learning process, teachers must be competent in implementing appropriate approaches to create a comfortable and enjoyable learning environment. Creative and innovative teachers can connect subject matter to the reality of students' lives, making it easier for them to understand and find meaning in their learning.

UPT SD Negeri 060874 Medan City faces similar challenges. Based on observations, many students have difficulty understanding procedural texts, finding sequential steps, and organizing ideas. Furthermore, daily tests and midterm

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exams showed that many students still scored below the minimum passing grade level. This situation indicates the need for innovation in learning methods to improve student learning outcomes (Majid, 2013).

One learning method believed to be able to address these issues is problem-solving. This method emphasizes students' ability to solve problems independently or in groups through systematic analysis and problem-solving. Using this method, students are encouraged to think more actively and discuss and develop strategies to understand and resolve issues related to the learning material. This problem-solving method also aligns with the higher-order thinking skills (HOTS)-based learning approach, which requires students to think critically, analytically, and creatively when completing academic assignments.

A classroom observation conducted with teachers on Wednesday, July 23, 2025, revealed that the teaching and learning process still uses a conventional model that tends to be boring and unattractive to students. Many students consider Indonesian language lessons monotonous, which makes them quickly bored and less motivated to learn. During the lesson, students appeared less active in listening to the teacher's explanations, lacked concentration, and spent more time talking with friends or playing. Even when given the opportunity to ask questions, they preferred to remain silent even though they had not yet understood the material being presented (Kunandar, 2011).

The pre-survey data also show that the Indonesian language learning outcomes of fifth-grade students at UPT SD Negeri 060874 Medan City for the 2025-2026 academic year are still below the Minimum Completion Criteria (KKM). Based on the even semester exam data for the 2024/2025 academic year, 66% of the students did not achieve a passing score ($\leq$ 70), while only 34% of the students achieved a passing score ($\geq$ 70). In other words, the number of students who did not achieve KKM was greater than the number of students who completed it, indicating that student learning outcomes are still relatively low.

Based on the interviews, it was discovered that these low learning outcomes were caused by various factors, including unengaging learning methods. Therefore, learning methods that can increase students' active participation in the learning process are needed, one of which is the problem-solving method. Problem-solving is not only a teaching method, but also a thinking method that trains students to face various problems, both individually and in groups, so that they can find solutions independently (Hamalik, 2008) .

The problem-solving method was chosen because it fully engages students in the learning process, thus encouraging them to participate actively in Indonesian language learning. This method not only improves students' understanding of the material but also fosters critical thinking skills in problem-solving. Furthermore, it increases student engagement, creates a more enjoyable learning environment, and encourages collaboration.

By implementing the problem-solving method, it is hoped that students will become more competent, intelligent, and able to reason and act in accordance with what teachers teach. This will result in them becoming more active in learning and improving their academic performance (Djamara, 2006).

Based on this background, this study is entitled "Application of Problem Solving Learning Method in Efforts to Improve Learning Outcomes of Indonesian Language Procedure Texts for Grade V Students of UPT SD Negeri 060874 Medan City in the 2025-2026 Academic Year".

This study aims to apply the problem-solving learning method in an effort to improve the learning outcomes of Indonesian Language Procedure Texts for fifth-grade students of UPT SD Negeri 060874 Medan City in the 2025-2026 Academic Year. By implementing this method, it is expected that students can better understand the subject matter, improve their critical thinking skills, and achieve better learning outcomes. In addition, this study seeks to provide recommendations for teachers to choose more effective learning strategies that are appropriate to student characteristics.

Against this backdrop, this study is relevant. The results of this study will contribute to the development of innovative and effective learning methods to improve the quality of Indonesian language learning in elementary schools. Through a problem-solving approach, it is hoped that students will not only be able to better understand the subject matter, but also develop stronger skills in solving various academic and everyday life problems.

II. METHODS

This research was conducted in Class V of UPT SD Negeri 060874 Medan City in the 2025-2026 academic year, specifically in the odd semester.

The subjects of this study were fifth-grade students of UPT SD Negeri 060874 Medan City, Indonesia. Twenty-four students participated in the study, including 10 female and 14 male students with varying academic abilities. This study was conducted to improve student learning outcomes in Indonesia through the application of problem-solving methods.

This study used the Classroom Action Research (CAR) method, implemented in two cycles, based on the model developed by Arikunto. Each cycle consisted of four main stages: planning, implementation, observation, and reflection.

According to Arikunto (2008:16), "In general, the classroom action research model consists of four main stages which are carried out repeatedly in the form of a cycle, namely (1) planning, (2) implementation, (3) observation, and (4) reflection.

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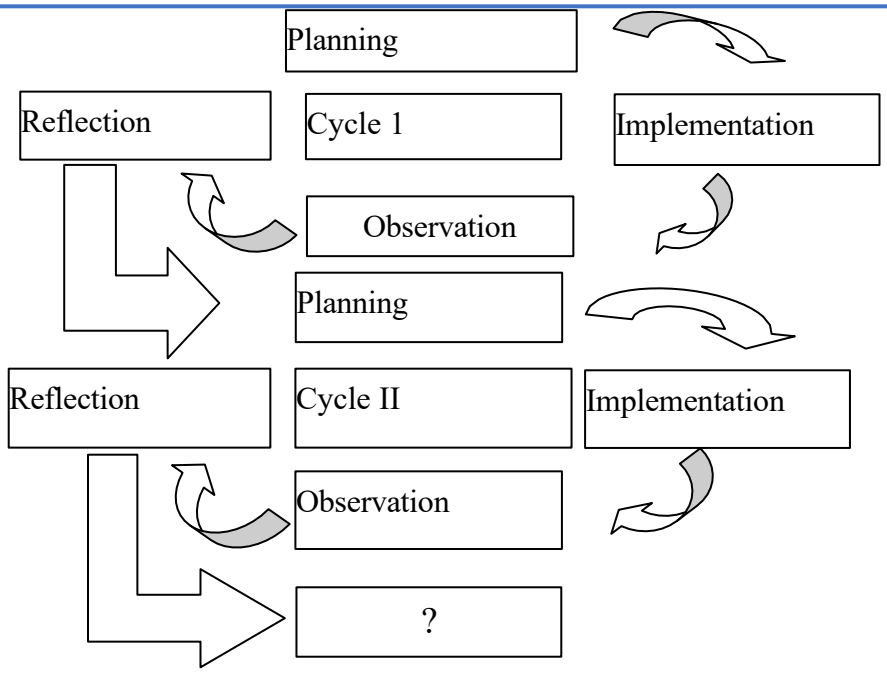

Figure 1. PTK Cycle

By following this procedure, this study aimed to evaluate the effectiveness of the application of the problem-solving method in improving the Indonesian language learning outcomes of fifth-grade students of UPT SD Negeri 060874 Medan City.

Observations were conducted to determine the impact of the actions on learning. This method is used to obtain the information needed for research and to record events during the action. "Observation is the activity of observing (collecting data) to capture the extent to which the effects of an action have achieved its target" (Kunandar, 1998:127).

These tests were used to measure student learning outcomes. "A test is a set of stimuli given to a person with the aim of eliciting answers that can be used as the basis for determining a numerical score" (Haryono, 2009:129). Before being used in the research, the test instruments were tested for validity and reliability.

Documentation is used to obtain information from written sources such as books, diaries, and other documents related to competency standards and basic competencies. "Documentation is a method used to obtain information from written sources or documents, whether in the form of books, diaries, and so on" (Edi Kusnaidi, 2005:119).

III. RESULTS AND DISCUSSION

Result

UPT SD Negeri 060874, located in the Jl. Ibrahim Umar No. 1, Sei Kera Hilir I Village, Medan Perjuangan District, Medan City, North Sumatra, is a public elementary school that was established on January 1, 1969, based on Establishment Decree XX/1969. This school is under the auspices of the Ministry of Education, Culture, Research, and Technology and is owned by the Regional Government. On February 14, 2018, the school obtained an Operational Decree with the number Mayor's Decree No. 20 of 2018.

Currently, UPT SD Negeri 060874 has been accredited B and applies an Independent Curriculum to its learning process. Located at Jl. Ibrahim Umar No. 1, Sei Kera Hilir I Village, Medan Perjuangan District, Medan City, North Sumatra, it is a public elementary school that was established on January 1, 1969 based on Establishment Decree XX/1969. This school is under the auspices of the Ministry of Education, Culture, Research, and Technology and is owned by the Regional Government. On February 14, 2018, the school obtained an Operational Decree with the number Mayor's Decree No. 20 of 2018.

This action research uses Classroom Action Research (CAR). The aim of this research is to improve students' Indonesian language learning out-comes. Class V of UPT SD Negeri 060874 Medan City, 2025-2026 academic year, using the problem-solving method. This research was conducted in two cycles, each consisting of two meetings, with a time allocation of two teaching hours (2 × 35 minutes) for each face-to-face meeting.

This research is based on the results of observations in Class V of UPT SD Negeri 060874 Medan City, 2025-2026 academic year Researchers found low student learning outcomes in Indonesian, as indicated by 66% of

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students not completing their studies. In fifth-grade Indonesian language instruction, students experienced several difficulties in absorbing material, resulting in slow responses to teacher-given questions.

Students struggle to understand topics that require concrete examples, answer questions about the material being taught, and re-explain material even after it has been taught. The lack of effective methods used by teachers in Indonesian language instruction in fifth grade is one of the causes of poor student learning outcomes. Teachers have employed a variety of methods but have not been able to maximize the desired learning outcomes.

Referring to the initial conditions above, the researcher proposed a problem-solving method for learning implementation. The problem-solving method can make learning activities more interesting and interactive by involving students, and it is expected to achieve better results in a shorter time. This classroom action research was conducted in two cycles, the explanation of the research is as follows.

Table 1. Average Data on Learning Activity Activities with Problem Solving Method cycle I

No	Aspects observed	Meeting		Average Amount	Note:
		I	II		
1	Pay attention to the teacher's explanation	37.5	50	43.75	B
2	Students follow the problem solving learning process	79.16	79.16	79.16	B
3	Show a serious attitude when following the discussion group	83.33	83.33	83.33	SB
4	Students' enthusiasm in discussions among group members.	62.5	70.83	84.78	SB
	The final result of all activities	65.62	70.83	72.75	B

Based on the results, it is known that students' learning completeness in the pre-test implementation obtained a total score of 1380 with an average of 57, the highest score of 70, and the lowest of 40, with a completion rate of 12.50%. From the results of the initial measurement of students, it can be seen that on average, students still do not know or master the subject matter taught by the teacher. After students learned the learning process for one cycle with two meetings, the post-test of students who completed the number was 1698, with an average of 70, the highest score of 85, and the lowest score of 55, with a completion rate of 70%.

In this case, student learning outcomes have shown an increase in student learning completion after being given action using the problem-solving method, but the student learning completion obtained in cycle I has not yet reached the success indicators that have been determined in this study, namely, achieving the Minimum Completion Criteria (KKM) for the Indonesian Language subject with a value of ≥ 70 reaching 80%.

The implementation was carried out in cycle II to improve the learning process in cycle I or carry out reflection from cycle l. Teachers should always relate the material to everyday life when explaining learning materials, require students to bring textbooks or references that are appropriate to the material or teachers provide handouts (teaching materials) with the number of students who may not bring books, provide special guidance to pairs who are still less active in discussions, class control, and time management must be better and give awards to students so that students feel motivated when presenting their group results in front of the class.

Learning in cycle II was carried out in two meetings: at the beginning of the meeting, a test (pretest) was held, and at the end of the meeting, a test (post-test) was also carried out to determine student learning outcomes after learning actions using the problem-solving method.

The first meeting of cycle II was held on Tuesday, August 19, 2025, for two lesson hours (2 ×35 minutes). The method used was the same as that used in Cycle I, namely, the problem-solving method.

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Table 2. Presentation of Learning Activities in Cycle II

No	Aspects observed	Meeting		Average Amount	Note
		I	II		
1	Pay attention to the teacher's explanation	79.16	91.66	85.41	SB
2	Students follow the path problem solving method learning process	91.66	91.66	91.66	SB
3	Demonstrate a serious attitude when participating in group discussions.	95.83	100	97.91	SB
4	Enthusiasm in discussion between group members.	75	95.83	85.41	SB
	The final result of all activities	85.41	94.78	90.09	SB

Based on the above table, it can be seen that learning activities in cycle II experienced an increase. The highest average was showing a serious attitude when following the group discussion (97.91%), and the lowest activity was paying attention to the teacher's explanation and enthusiastic discussion in their groups, which had been carried out with an average value of 85.41%. From the results of the four stages of student activities, it can be concluded that the learning process activities in Cycle II took place very well, with an average result of 90.09%.
Based on the table above, it is known that the students' learning completeness in the pretest implementation obtained a total score of 1730 with an average of 72 highest scores of 85 and the lowest of 50, with a completion rate of 66%. From the results of the initial measurement of students, it can be seen that the average student still did not know or master the subject matter taught by the teacher. After students learned the learning process for one cycle with two meetings, the post-test of students who completed the number of 2080, with an average of 86 highest scores of 100 and the lowest score of 65, with a completion rate of 95%.
So it can be seen that in this second cycle, student learning outcomes have reached the target and the improvement in Indonesian language learning outcomes can meet the Minimum Completion Criteria Standard (KKM) with a value of ≥ 70 reaching 80% at the end of the cycle.

Discussion

Before implementing the learning of Indonesian language procedural texts using the Problem-Solving Method for students in Class V of UPT SD Negeri 060874 Medan City, 2025-2026 academic year Students find Indonesian language lessons boring because they are not engaged in the learning process. This results in many students not understanding the material, resulting in their comprehension not meeting the desired criteria.
In cycle I, the researcher used the problem-solving method, and learning was more focused on improving student learning outcomes (Suhendi, 2009).
In cycle I, the percentage of completion of the pre-test score only reached 12.5%, while in the post-test it became 70%. Sample 15 experienced an increase from 60 in the pre-test to 85 in the post-test because he really paid attention when the researcher explained the material. However, there were several students who did not complete the pre-test and post-test activities, such as Sample 8, who scored 40 in the pre-test and 55 in the post-test. This was because of his lack of learning motivation and lack of attention when the researcher explained the material.
In cycle II, researchers also used the problem-solving method in learning and focused more on improving student learning outcomes (Suyadi, 2013).
In cycle II, the percentage of completion of the pre-test score only reached 66%, while in the post-test it became 95%. Sample 18 experienced an increase in score from 60 in the pre-test to 100 in the post-test because he really paid attention when the researcher explained the material. However, there were several students who had not completed the pretest and post-test activities, one of who was Sample 8, who got a score of 50 in the pre-test and a score of 65 in the post-test. This was because Sample 8 was busy playing alone and did not pay attention when the researcher explained the material (Syah, 2011).
The research results were obtained from data on the results of learning Indonesian language procedural texts using the Problem-Solving method in cycle I and cycle II, which can be seen in the following table and graph.

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Table 3. Student Learning Outcomes in Indonesian Language Subjects

No.	Indicator	Cycle I Values		Cycle II Values	
		Pretest	*Posttest*	*Pretest*	*Posttest*
1	Average	57	70	72	86
2	Maximum value	70	85	85	100
3	Minimum value	40	55	50	65
4	Level of completion	12.50%	70%	66%	95%

The research results indicate an increase in student learning outcomes in the Indonesian language subject My Environment. Although the problem-solving method is not the only method that can be used in Indonesian language subjects, when the researcher conducted the research in Class V of UPT SD Negeri 060874 Medan City, the 2025-2026 academic yearcan help students understand Indonesian procedural texts. However, this also requires students' to study Indonesian procedural texts more diligently (Tramarzhatama, 2014).
Based on the explanation above, it can overcome the existing problem formulation, such as the low learning outcomes of students in Indonesian language procedural texts. This is seen from the increase in student learning completeness from Cycle I to Cycle II. This increase is because both teachers and students understand how learning is carried out, namely, learning oriented to the problem-solving method. This Problem Solving Method can improve students' abilities, because it provides a clear and operational understanding to students about the relationship between Indonesian and everyday life and about the use of Indonesian in general for humans, including in learning about procedural texts that we generally often do to understand with the correct steps either through videos on social media such as YouTube or learning with more experienced people, where before this Problem Solving Method, students often had difficulty in understanding questions; students also lacked an understanding of the relationship between learning Indonesian and socialization problems in everyday life. In addition, students were unable to solve contextual problems in their own way.

IV. CONCLUSIONS

Based on the results of the classroom action research that has been carried out and the analysis of the data obtained, it can be concluded that the application of the problem-solving method in learning Indonesian procedural texts has a positive impact on the learning outcomes of Class V students at UPT SD Negeri 060874 Medan City in the 2025-2026 academic year. The application of problem-solving methods has been proven to significantly improve students' learning outcomes. This is evident in the increase in the student learning completion percentage from 70% in Cycle I to 95% in Cycle II, representing a 25% increase. This improvement reflects the effectiveness of the problem-solving method in helping students to understand the material more deeply, increasing their engagement in the learning process, and encouraging the development of critical thinking and problem-solving skills.

Funding Statement

"No external funding was received for this study."

Ethical Compliance

All procedures performed in this study involving human participants were in accordance with the ethical standards of the institutional and/or national research committee and with the 1964 Helsinki Declaration and its later amendments or comparable ethical standards.

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Data Access Statement

A Data Access Statement is a section in a scientific publication or research report that explains how the data used or generated in a study can be accessed by readers or other researchers. This statement aims to promote transparency, support research reproducibility, and comply with open-access policies, where applicable.
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2. Access Instructions: Provides information on how to access the data, such as direct links, digital object identifiers (DOI), or contact details.
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Purpose of a Data Access Statement:

- Reproducibility: Enables other researchers to replicate or verify the findings.
- Collaboration: Encourages further collaboration by sharing data.
- Compliance: Adheres to the policies of funding agencies or journals that require open access to data.

Conflict of Interest Declaration

No Conflict of Interest.

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