The Influence of the Problem Based Learning Model on the Learning Outcomes of Class XI Students at SMA Al-Washliyah 3 Medan

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Abstract. This research aims to see the influence of the Problem Based Learning learning model on student learning outcomes in class XI SMA Al-Washliyah 3 Medan. The background to this research is that student learning outcomes are still below average because students are less active in class and teachers still use conventional models which makes it difficult for students to understand Civics lessons in class. This type of research is classroom action research carried out in two cycles. The research instruments were observation sheets and tests. Data was obtained by means of quantitative analysis to calculate the percentage of completeness. Based on data analysis, it turns out that students' PPKn learning has increased with each cycle. The average test result score from cycle I to cycle II increased, in cycle I the average test result was 65.59 and in cycle II the average test result was 77.35. The increase in PPKn learning outcomes in cycle I was 23.53%, then increased in cycle II to 73.53%. The conclusion of this research is that applying the Problem Based Learning learning model can have a positive effect on improving student learning outcomes in class XI PPKn subjects at SMA Al-Washliyah 3 Medan.

Keywords: PPKn, Problem Based Learning Model, Student Learning Outcomes

INTRODUCTION

Education is a basic need for every human being that cannot be replaced. Education is an important foundation in improving the quality of human life that cannot be separated from life. Education is important in realizing a quality national life. Quality national education will produce quality human resources as well.

In Law No. 20 of 2003 concerning the National Education System, it is stated that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character. , as well as the skills needed by himself, society, nation and state. The statement explains that achieving educational goals is done through classroom learning and the classroom atmosphere and learning process goes according to plan.

Pancasila and Citizenship Education (PPKn) is one of the subjects taught from elementary school (SD) to university . According to Aji (2013:31) PPKn subjects are subjects that have the mission of fostering values, morals and norms in a complete and sustainable manner. The aim of PPKn is to form the character of good citizens, namely those who know, want and are aware of their rights and obligations.

Learning Pancasila and Citizenship Education (PPKn) tends to be seen as a rote subject, so it requires persistence and quite a high level of ability. This is often considered boring and students often feel unenthusiastic about the teaching and learning process.

Based on initial observations carried out in class In Civics learning activities in class, it was found that students did not pay attention to the teacher's explanations and were not enthusiastic

about participating in the learning. Teachers still use conventional learning models (lectures). This monotonous learning model makes learning one-way, which results in students having difficulty understanding the lessons delivered by the teacher, students become bored easily and are not enthusiastic about learning . From the facts of the problems found by researchers, there needs to be changes and updates in the implementation of learning activities that can improve students' learning so that they can create student-centered learning. One alternative that can be chosen to improve student learning outcomes in Pancasila and Citizenship Education lessons is to use the *Problem Based Learning learning model* .

Rusman (2012) states that *Problem Based Learning* is a learning approach that uses real world problems as a context for students to learn critical thinking and problem solving skills as well as to gain essential knowledge and concepts from the subject matter. *Problem Based Learning* teaches students to work together in groups so that it will foster activeness in learning. This learning model is student-centered and provides many benefits for groups and individuals.

Based on the description explained above, the researcher is interested in conducting research with the title "The Influence of the *Problem Based Learning Model* on Student Learning Outcomes in Class XI PPKn Subjects at SMA Al-Washliyah 3 Medan". It is hoped that this research will become a reference for other subjects.

The aim of this research is (1) to determine the positive influence of the Problem Based Learning learning model on PPKn subjects for class XI students at SMA Al-Washliyah 3 Medan. (2) to determine student learning outcomes in the PPKn subject for class XI SMA Al-Washliyah 3 Medan.

RESEARCH METHODS

This research was conducted using Classroom Action Research (PTK). This research design model refers to the model proposed by Kemmis and Mc.Taggart in Arikunto (2010:16) with two cycles where in each cycle there are four actions that must be carried out, namely, planning, action, observation and reflection. This research was carried out in class XI of SMA Al-Washliyah 3 Medan and the subjects of this research were 34 students of class The object studied in this research is student learning outcomes. There are four actions taken when using Classroom Action Research, namely (Kunandar 2012:71-76):

1) Plan (*Planning*)

Planning is developing action plans that critically improve what has happened. The PTK plan should be prepared based on the results of reflective initial observations. The researcher wants to make initial observations of the classroom situation in the context of the general school situation.

2) Action (Acting)

The actions referred to here are actions carried out consciously and under control, which are variations of careful and wise practice. Practice is recognized as an idea in action and the action is used as a basis for the development of subsequent actions, namely actions accompanied by the intention to improve the situation.

3) Observation

Observations serve to document the effects of related actions. Observations need to be planned and also based on open views and thoughts and be responsive. The object of observation is the entire process of related actions, their effects (intentional and unintentional), the circumstances and constraints of planned actions and their effects, as well as other issues that arise in the related context .

4) Reflection _ _

Reflection is remembering and reflecting on an action exactly as it has been recorded in the observation. Reflection seeks to understand the real processes, problems, issues and obstacles in strategic action. Reflection is usually aided by discussion among researchers and collaborators.

Data collection techniques are carried out based on some of the desired data. Learning outcomes data will be taken after a learning outcomes test is carried out at the end of each cycle. To collect the desired and necessary data, the research used observation data collection techniques and learning outcomes tests. The types of instruments used are observation and tests. The data analysis used in this classroom action research uses descriptive qualitative data analysis.

This classroom action research is said to be successful if there is an increase in student learning outcomes in Civics subjects from cycle I to cycle II. The target to be achieved in the action success criteria is an increase in student learning outcomes marked by achieving minimum completeness criteria (KKM). In this research, a class is said to be complete if 70% of the students in the class have achieved a score of 80. A score of 80 is the minimum completeness criteria (KKM) value applied to Civics subjects at SMA Al-Washliyah 3 Medan.

RESULTS AND DISCUSSION

From the results of cycle I and cycle II research, it is known that there has been an increase in the quality of learning using the *Problem Based Learning model* . This increase occurred in the final test results after the Problem Based Learning learning model was implemented. To determine the increase in student learning outcomes in PPKn learning in cycle I and cycle II can be seen in the following table.

Table 1
Student Learning Results for Cycle I and Cycle II

No	Indicator	Test Scores	
		Cycle I	**Cycle II**
1.	Average value	65.59	77.35
2.	Highest Score	85	85
3.	Lowest Score	50	65
4.	Completeness	23.53%	73.53%

Based on the data above, it can be seen that the level of completion of student learning outcomes in cycle I was found to be 23.53% complete, while in cycle II the level of student learning outcomes increased by 73.53%. So the level of completeness of student learning outcomes from cycle I and cycle II has increased by 50%, so the desired target has been achieved for the

completeness of student learning outcomes, because at the end of the cycle it has reached the specified target, namely 70%.

Table 2
Percentage of Student Learning Activities

No	Observed Student Activity Indicators	Cycle	
		I (%)	II (%)
1.	Students pay attention to the teacher's explanation.	79.41%	88.24%
2.	Students ask questions during discussion	44.12%	79.41%
3.	Students work together with groups to discuss problems.	47.06%	75.53%
4.	Students develop and present the results of problem solving by displaying it to the front of the class.	50%	70.59%
5.	Students conclude the material that has been taught.	44.12%	85.29%
	Amount	**264.41%**	**399.06%**
	Average	**52.94%**	**79.81%**

Based on the table above, it can be seen that in cycle I students paid attention to the teacher at 79.41%, then in cycle II there was an increase, namely 88.24%. Students are very good at paying attention and listening to the explanations given by the teacher.

The second indicator, namely students asking questions during discussions, in cycle I was 44.12%, then experienced an increase in cycle II, namely 79.41%. Most students are used to learning in groups and when they don't understand they ask the teacher.

The third indicator is that students can work together with their groups. In cycle I the percentage reached 47.06% then experienced an increase in cycle II, namely 75.53%. In this indicator, several students can work together to solve a problem.

The fourth indicator is that students develop and present the results of problem solving by displaying it to the front of the class. In cycle I the percentage reached 50% then experienced an increase in cycle II, namely 70.59%. Most students are able to present the results of problem solving to the class well.

In the fifth indicator, students are able to conclude the material. In cycle I, it was 44.12% and experienced an increase in cycle II, namely 85.29%. Students are very good at summarizing the material that has been taught. After reflection and action were held to improve student learning outcomes in cycle I, finally in cycle II student learning activity increased with an average of 79.81%, which was in the good category.

Table 3
Percentage of Teacher Activity

No	Observed Activities	Evaluation	
		Cycle I	Cycle II
1.	Teachers enter class on time.	2	4
2.	The teacher greets the students.	2	3
3.	The teacher checks the students' attendance.	2	3
4.	Teachers motivate students to be involved in the learning process.	1	3
5.	The teacher invites students to remember the previous lesson.	1	3
6.	The teacher conveys the learning objectives	2	4
7.	The teacher briefly explains the material to be studied.	1	3
8.	The teacher divides students into several groups.	2	4
9.	The teacher asks students to observe videos related to the lesson theme which are shown via a projector.	2	3
10.	The teacher asks students to do the assignments that have been provided in groups.	2	3
11.	The teacher asks each representative from each group to convey the results of the discussion.	2	3
12.	The teacher guides students in question and answer activities.	1	3
13.	Teachers and students make conclusions from the material they have studied.	1	3
14.	The teacher conveys the topic of upcoming learning.	2	3
15.	The teacher closes the lesson by saying closing greetings	3	4
	Total score	26	48
	Average percentage (%)	43.33%	80%

Based on the table above, it can be seen that there is an increase in teacher activities in the learning process when using the *Problem Based Learning learning model* from cycle I and cycle II.

Cycle I, namely a percentage of 43.33% and increasing in cycle II, namely a percentage of 80%, is said to be in the very good category.

, *the* results of classroom action research conducted in class Civics subjects.

CONCLUSION

From the results of classroom action research carried out in these 2 cycles, it can be concluded:

1. *Problem Based Learning* learning model can have a positive influence in improving student learning outcomes in class XI PPKn subjects at SMA Al-Washliyah 3 Medan. The level of student learning completeness in cycle I was 23.53% and increased in cycle II by 73.53%. So the level of completeness of student learning outcomes from cycle I and cycle II increased by 50%, so the desired target has been achieved for the completeness of student learning outcomes, because at the end of the cycle it has reached the specified target, namely 70%.

2. *the Problem Based Learning* learning model can increase the results of the percentage of teacher teaching activities from cycle I and cycle II which have increased due to renewal efforts made by teachers after reflecting on the results of the implementation of cycle I with an average value of the percentage of teacher activities of 43.33% and increasing as much as 36.67% in cycle II to 80%. The teacher's role in learning influences student learning outcomes, this is because teachers play an important role in managing the learning path from the planning process to the assessment process.

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