

Application of Instructional Model Problem Solving to Increase Social Studies Learning Outcomes Students Elementary School

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Abstract: This study focused on the study of the ability of teachers in preparing learning plans, implementing learning, student activities and student learning outcomes using problem solving methods. The method used is Class Action Research, which is a form of reflective research conducted by researchers, by doing action research that is directly carried out in the classroom. The aim is to improve the quality of learning especially in social studies learning in elementary schools. Based on analysis and reflection carried out in two cycles using problem solving methods. When compared between the initial ability and after taking action shows an increase. This can be seen from the value of student learning outcomes in the first cycle obtaining an average value of 59.25 %, and in the second cycle obtaining an average of 87%. Thus, the use of problem solving methods in learning Social Sciences can improve student learning outcomes.

Keywords: model of learning, the results of learning, Social Studies Learning school elementary

I. INTRODUCTION

Teachers as instructors must design and create student learning conditions, so students can enjoy the learning conditions created by the teacher. As instructors in the learning process, it is hoped that students will be able to develop basic competencies and the full potential of students. Because in the learning process students are used as subjects of learning who play an active role in making planning, implementation so that the achievement of results starts on students' creativity and participation in learning activities.

The fact that the researcher can at Imanuel Karatung SDK is the low student learning outcomes in grade IV on social studies subjects caused by a lack of packed learning with interesting, challenging, and fun methods. It was found that the role of the teacher often conveyed IPS subject matter as it is, in the learning activities that took place the teacher only gave lectures to students to study and respond to the lessons taught. This makes students not motivated to learn, giving rise to students feeling bored and only playing with friends who are on the side in following the process of teaching and learning activities. So that social studies lessons tend to be boring and less attractive to students who in turn student learning outcomes are less satisfying.

Based on the background, the formulation of the problem is how to apply problem solving learning methods to improve social studies learning outcomes about the appearance of Artificial Nature in Indonesia in the fourth grade of SDK Imanuel Karatung.

The purpose of this study was to improve social studies learning outcomes through the application of problem solving learning methods for fourth grade students of SDK Imanuel Karatung

The results of this study are expected to be useful for various parties, namely:

In general, the results of this study are expected to be useful in providing input on efforts to improve the quality of education, especially in social studies subjects. Specifically, the results of this study are also expected to provide benefits: (1) For Teachers: Can improve teaching skills in achieving learning goals especially in social studies subjects (2) For Students: Making the learning environment more enjoyable and students becoming more active in the learning process so that it can improve social studies learning outcomes. (3) For Schools: the success of education for students carried out by the teacher so that it brings a good name to the school (4) For researchers: Can identify problems that arise in the class, and know the difference in students' ability to absorb lessons, especially social studies as a reference for improving and improving student learning outcomes, and trained to apply a learning method Problem Solving in improving student learning outcomes.

II. RESEARCH METHOD

The research method is carried out by referring to the research design put forward by Kemmis & MC Taggar [9] is a development of the basic concepts introduced by Kurt Lewin, only components acting and observing a unit because they are actions that are not separate, happens at the same time. This research was conducted in the form of classroom action research (CAR) which refers to the method of action research proposed by Kemmis and Mc Taggart [9] which consists of four stages, namely: Planning, Implementation of Action, Observation, Reflection. This research will be carried out in two cycles, with research lines that can be described as follows:



Figure 1. Model Action Class Research Flow Kemmis and Mc Taggart, in [9].

The research phase will be described as follows:

A. Cycle to I

1. Planning Phase

The activities carried out at this stage are making plans for implementing learning, preparing supporting tools and facilities in the form of student worksheets and assessment sheets needed in the learning process that are in accordance with the learning method, namely Problem Solving learning methods and preparing evaluation questions.

2. Action stage

At this stage as the executor of the action to carry out learning activities in accordance with the planned learning that has been prepared, using the Problem Solving learning method on material about artificial natural appearance in the territory of Indonesia in accordance with the steps of Problem Solving learning methods, namely:

- Teacher forms students in several small groups.
- Teachers share LKS (Student Worksheets).
- Teacher explains how to work on the LKS (Student Worksheet).

(Defining the Problem)

- Each group discusses the causes of artificial natural appearance in the territory of Indonesia, especially those in North Sulawesi (Karatung Village) and how to overcome this so that the appearance of artificial nature does not harm the community in Karatung Village.

(Diagnosing Problems and Formulating Alternative Strategies)

- Each group looks for and finds various alternatives on how to solve problems, for which each group must be creative.

(Determining and Applying the Strategy)

- After various alternatives are found by each group, then which alternative will be used. In this stage each group uses fairly critical considerations.

(Evaluating Strategy Success)

- Each group sets a temporary answer to the problem.

- Each group tests the truth of the answer whether it really fits the problem.
- Each group presents the results of their discussion, and is represented by 1 student to read the results of the discussion from each group.

teacher appoints several students to answer questions around the material, see if all students really understand. teacher evaluates where students have the ability.

3. Observation Phase

In the observation activity the researcher along with the class teacher as the work partner, together observe the whole action in the implementation of the learning that is done by the students so that they can get good learning outcomes, and the observing teacher who teaches is the class teacher using the observation guidelines

4. Reflection stage

Based on the results of observations and actions, researchers collaborated with class teachers to reflect in the form of evaluation analysis of the overall activities in the learning process.

After the implementation of the first cycle of action is carried out an evaluation or action test cycle I, to see an increase in student learning outcomes. If there is an increase, but the increase has not reached the indicator of success so it needs to be continued with cycle II until all students in learning reach 80%.

B. Cycle to II

1. Planning stage

The results of reflection of the first cycle are used to plan cycle II actions. The activities of planning a cycle II action include:

- Develop a Learning Implementation Plan.
- Learning Media.
- Preparing Research Instruments.
- Prepare LKS and LP.

2. Action Stage

The implementation of the second cycle of action performs learning activities that are in accordance with the learning plan and uses the steps in the Problem Solving learning method .

3. Observation Phase

In the observation activity the researcher cooperates with the class teacher as a work partner, together observes the overall actions in the implementation of the learning done by the students so that they can get good learning outcomes, and those who observe the teaching teacher are classroom teachers using observation guidelines.

4. Reflection stage

Based on the results of observations and evaluations of the implementation of the second cycle of action when showing student learning outcomes have reached the set target, then not proceed to the next cycle.

Research Subjects and Locations

The subject of this study was the fourth grade students of SDK Imanuel Karatung with the total number of students being 20 students. Which consists of 11 women and 9 men.

Data collection technique

To obtain data in research, several data collection techniques are needed. The data collection techniques used are observation and tests. The test is carried out by

asking a number of questions in writing to all students when conducting an evaluation.

Data obtained from the teaching and learning process is calculated using the KKM formula (Teaching Completion Criteria), while the teaching completeness criteria (KKM) in social studies subjects in class IV of Imanuel Karatung Christian Elementary School are the number of KKM 75:

$$KB = \frac{T}{T_t} \times 100\%$$

Information :

KB : Complete Learning

T : Number of scores obtained by students

Tt : Total total score

(Ministry of National Education in [9])

III. FINDINGS AND DISCUSSION

A. Cycle I Results

The first question, answered by female students with the total number of students is 20 people. So $\times 100\% = 100\%$

1. The second question, carried by all students with a total of 20 students. So $\times 100\% = 100\%$.
2. The third question, students who answer correctly 10 people and who answer 10 people, from 20 students. So $\times 100\% = 50\%$.
3. The fourth question, students who answered correctly 9 people and who answered 11 people, out of 20 students. So $\times 100\% = 45\%$.
4. The fifth question, students who answer correctly there are 6 people and answer wrong there are 14 people, from 20 students and the number of scores from 6 people who answer only 235 because the other students have less value, $\times 100\% = 45\%$

From the results of the analysis in the table above, the presentation of student learning completeness can be calculated as follows.

$$KB = \frac{1185}{2000} \times 100\% = 59,25\%$$

Based on the achievement of student learning outcomes in the first cycle of 59.25%, it can be understood that this first cycle has not been successful. This is because the concept given is still not understood by students, so it needs to be re-taught so students can understand the material so that results can be achieved.

B. Cycle II Results

1. The first question, answered by female students with the total number of students is 20 people. So $\times 100\% = 100\%$.
2. The second question, carried by all students with a total of 20 students. So $\times 100\% = 100\%$.
3. The third question, answered by all students with a total of 20 students. So $\times 100\% = 100\%$.
4. The fourth question, answered by all students with a total of 20 students. So $\times 100\% = 100\%$.
5. The fifth question, students who answered correctly there were 16 people and answered wrong there were

4 people, out of 20 students and the number of scores from 16 people who answered only 775 because the other students had less values, so $\times 100\% = 87\%$.

From the results of the analysis in the table above, the percentage of student learning completeness can be calculated as follows.

$$KB = \frac{1740}{2000} \times 100\% = 87\%$$

Based on the achievement of student learning outcomes in the second cycle of 87%, then this study was conducted only until the second cycle.

In the first cycle the learning outcomes achieved by Grade IV students of Imanuel Karatung Christian Elementary School with social studies subjects about Artificial Nature in Indonesia after being seen from the assessment sheet showed that the success of the action in the first cycle had not achieved classical student mastery which was 87% because the success of new students reached 59.25%. This failure occurs because the teacher has not maximally implemented the steps in the Problem Solving learning method. In addition, the activity of students in learning looks very minimal. This occurs because the teacher does not control students in learning so most students in the class only play with friends, even embarrassed and hesitant to deliver results, then when the teacher provides evaluation in the form of assessment sheets (LP) some students do not answer the questions given by the teacher, so the evaluation questions given by the teacher at the end of the student's learning do not answer seriously and correctly.

The development that occurred during the learning process in the second cycle of student learning outcomes increased which reached 87% because with the application of Problem Solving learning methods the results of learning in social studies subjects about the appearance of Artificial Nature in Indonesia seemed to bear fruit. Where in the process of teaching and learning activities students look so enthusiastic and motivated in learning, students who were not passionate about learning were very enthusiastic in learning. This can be seen in the KBM process because when the teacher presents the material the teacher begins to provoke activeness by means of the researcher must be more active in creating a pleasant learning process atmosphere for students and prioritizing the activity of each student in receiving the material provided. From the results of the above research progress and improvement that occurred in the second cycle showed that the implementation of actions using the Problem Solving method on social studies learning showed satisfactory success.

IV. CONCLUSION

Based on the results of the research and discussion that has been done, it can be concluded: The application of problem solving learning methods can improve learning outcomes of social studies students in fourth grade SD KRISTEN IMANUEL Karatung, with the application of problem solving methods, can train

students to think critically, dare to work carefully and thoroughly in taking problem solving actions.

Based on the conclusions of the above research results, it is suggested the following: For teachers, it is expected to apply problem solving learning methods to social studies subjects because it is very helpful in improving student learning outcomes. For students in the learning process, they are expected to think critically and logically. in doing tasks more enthusiastically.

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