

Implementation of Problem Based Learning Model on Geography Subjects in Motivating Student Learning

Sri Wahyuni
Teknologi Pendidikan
Universitas Negeri Medan
Medan, Indonesia
e-mail: sriwahyuniagus89@gmail.com

Abstract— Problem based learning model is a way constructing and teaching course using problem as a stimulus and focus on student activity. The purpose of this research is to know the implementation of problem based learning model on geography subjects in motivating students. The research used is qualitative is the form of descriptive. The result shows the implementation model Problem Based Learning in Geography subject have well done, Teacher is able to deliver learning topic, Explain the purpose of learning, and the teacher is able to explain the steps of problem based learning model to the students. Teacher is able to motivate students to directly involved in doing problem solving activities that become teacher's choice, Teacher help the students in defining and organizing learning task that related with the problem issues presented, teacher motivate student in collecting the relevant information, Implementing the experiment and get the solution to solve the problem. Teachers assist student in reflecting and evaluating their investigations in every process they use. Motivation of students on the implementation of problem based learning are student are active during the learning process, the student respon positively to the question from the teacher and students encourage to formulate the problem discussed, the result can be seen that students enthusiasm of searching , collecting and processing data in according to the problem, and students dared to ask, The question and opinions and students are involved actively in the formulation of conclusions.

Keywords— *Problem Based Learning, Learning Motivation of student, Geography Subjects*

I. INTRODUCTION

Education can be used as a parameter of how well the quality of development of a nation. Through qualified human resources education is molded to be the driving force of progress and Indonesia as a developing country continues to strive to improve the quality of human resources through national education.

Education and teaching are a conscious process of purpose. Objectives can be interpreted as an attempt to provide the formulation of results that students expect after implementing the learning experience (Sadirman, 2004). (Munib, 2004: 33) In order to achieve the goal of education required a good education system. One of the most important and decisive factors is the learning method applied in the education process. The success of improving the quality of

human resources through education, related to various aspects, one of which concerns the ability of teachers in designing a learning process. The problems that often arise relate to the lesson learned amethod that is held lectures and groups. With the right method is expected to be achieved optimal learning outcomes.

The teacher's responsibility is to plan and assist students in learning activities to achieve desired growth and development. Teachers must guide students to gain skills, understanding, development of abilities, good habits, and the development of a harmonious attitude (Oemar Hamalik, 2001: 127). Therefore, teachers should be given freedom in learning system that will be used to create a conducive and fun learning atmosphere. This is done in order to eliminate the saturation and boredom of students when the process of teaching and learning is done. The process of teaching and learning activities in high school should take place interesting, student activities as a learner is always enthusiastic in following the lesson.

Based on the facts from the data obtained by researchers when conducting pre-direct research from November 11 to November 15, 2013 in SMA Parulian I Medan seen teachers do not convey the purpose of learning and teachers are less attention to the condition of learners, teachers do not convey the stages of the implementation of learning planning, teachers still relatively dominating in the learning process leads to one-way communication, Teacher looks still confused in moving the students to ask. So in this case result in low motivation of student learning. This is indicated by the lack of perceptions of students in learning so that students just chat outside the context of learning with friends sebangku so that learning is not conducive, the effects of students who chat eventually so students do not record things delivered by teachers, and there are students who reflect do not pay attention to teachers convey material when the process of learning, it is possible that teachers are not motivating students in exploring their thinking power which causes the learning process is done to be rigid, so that students are quiet, interaction is not effective. The teaching and learning process that happened in SMA Parulian I still not conducive like lack of interaction between student and teacher in the question matter subject which not yet understood, students tend to be silent when they do not understand with the subject matter taught which resulted the low value of student

achievement in Geography subject. Viewed from three assignments to students with Minimum Exhaustiveness Criteria score (KKM) on Geography subjects of 70, the average score obtained by students of class XI IPS on task I 75, on assignment II the average value of students class XI IPS 68, on task III the average value of students of grade XI MB 60. Of the average value is only on the value of task I that meets the Minimum Exhaustiveness Criteria (KKM). The low achievement of grade XI students in Geography subject can be caused by the learning process conducted by the teacher, where the learning process is still conventional. According to Arends (1997), problem-based learning is a learning approach, in which students work on authentic issues with the intent to develop their own knowledge, develop high-level thinking skills, develop independence and confidence (Jamil Suprihatiningrum, 2013: 213). In the learning process at school, students do not just listen to the teacher's lecture or participate in the discussion, but the students also spend time in the library, on the website or plunge in the community. According to Dewey, the school is a laboratory for problem solving in real life, because every student has a need to investigate their environment and personally build his knowledge (Rusmono, 2012: 74).

Learning is said to be effective is a lesson that empower students in the learning process. However, the learning has so far only centered on teachers and is less relevant to student life. Therefore, the need for a teaching system that not only requires students to memorize facts but a learning system that encourages students to construct their own mind knowledge. Ibrahim (2003: 15), In the PBL class, the role of teachers is different from the traditional class. The role of the teacher in the PBL classroom is: To ask the problem or to organize the student to the problem, authentic, ie daily real life problems, Facilitate / guide the investigation, eg observation or experiment, Facilitate student dialogue, Support student learning. Solutions in the PBL must conform to the steps of the scientific method. Thus, students learn to solve problems in a systematic and planned. Therefore the use of PBL can provide a learning experience to do work to do excellent scientific work to students.

Geography as a subject relates to the environment as a human residence and includes the similarities and spatial differences over all physical phenomena, and humans that occur on earth that can be used as a source of learning. Environment as a source and teaching materials and can be functioned as a source of learning information that can be optimized in integrating new information. Teachers and students can observe the environment to create geographic concepts in the classroom. This is as an integrative learning process that relies heavily on the process of reasoning in the process of long-term brain memory. Applying existing concepts in the environment as an interesting learning process for students. This process of reasoning should be applied in geography learning so that students are actively involved in obtaining new information from existing information in geography learning in addition to other sources.

The practice of geography learning in schools has not seemed to appeal to students. Students consider the lesson of geography to be a more rote lesson, that is, only exposing theories without practice. It is common knowledge that geography subjects are unattractive, boring, difficult, and so on. The above statement can be worsened again if the teacher of geography subjects teach it monotonically, too theoretical, and lack of applied learning model. Application of problem-based learning model in the learning of geography is needed, of course, especially on material Utilization and Conservation of the Environment. This material examines the various phenomena that occur in the human environment, namely: Utilization of environment and sustainable development, Ecosystem components, Environment as a resource, Sustainable Development and so forth.

Motivation and learning are two things that affect each other. Motivation to learn can arise because of intrinsic factors, in the form of desire and desire to succeed and the impulse of learning needs, hope will be ideals. While extrinsic factor is the award, a conducive learning environment, and interesting learning activities (Uno, 2006).

Thursan Hakim (2008: 26) states that "The motivation to learn is an impulse of the will that causes a person to perform actions to achieve certain goals". With the motivation, students will learn harder, tenacious, diligent and have and have full concentration in the learning process of learning. Motivation motivation in learning is one of the things that need to be raised in the effort of learning in school. In terms of student learning will be successful if in itself there is a willingness to learn and desire or encouragement to learn, because with increased motivation to learn the students will be moved, directed attitude and behavior of students in learning, in this case study Geography.

Indicators that can be used as a motivated student size are: (a) Desire, courage to display the interests, needs and problems encountered when learning; (b) Desire and courage and opportunity to participate in preparatory activities, processes and continuing learning; (c) Appearance of various learning efforts in completing and completing learning activities to achieve results; (d) Students are passionate about learning, (e) Learning independence. In order to motivate students more able to understand this geography subject the application of problem-based learning model is needed.

Based on the above description, especially in improving students' learning motivation will be very ineffective when only using the lecture method in doing a process of learning in the classroom. Therefore, the learner carried out a development of learning methods to improve motivation to learn so that students can be fully involved in the learning process. Teaching and learning methods that will be used to improve student's motivation and learning achievement is by using the model of learning Problem Based Learning.

The role of teachers in the method of learning problem-based learning is as a problem giver, facilitate investigation and dialogue, and provide support (motivation) in learning. In addition, teachers also play a role in developing

the cognitive aspects of students rather than just as a giver of information. While students play an active role as problem solvers and decision makers not as passive listeners.

Problem-based learning method has many advantages compared with conventional learning method. Researchers also see the problem-based learning method focuses on the process of improving students' motivation and achievement in Geography subjects, so that the problem-based learning model can be used as one of the teacher's solution in overcoming the problems that occur in the students. From the interview with teachers Geography specifically shows that the learning of Geography has been done by way of lectures and only shows the pictures that exist in the textbook as a medium of learning. They admitted to having difficulty obtaining effective learning model for Geography lesson in school so that less effective learning activity and learners feel difficulty in understanding the material presented. On the basis of this researcher make the title "Implementation Model Problem Based Learning In Geography Lesson In Student Motivation Class XI IPS SMA TELADAN MEDAN.

II. METHOD

Research conducted by researchers is descriptive research, this is in accordance with the opinion of Edna Widodo and Mukhtar (2000) that most descriptive research is not intended to test a particular hypothesis, but rather on describing what the existence of a symptom variable, or circumstances. The source data in This qualitative research is the primary data source and secondary data source. Primary data is data obtained or collected by researchers directly from the data source (Trianto, 2011: 279). As for the primary data source in this research is the teacher who teaches Geography and students of class XI IPS SMA PARULIAN I MEDAN. Secondary data is data obtained or collected by researchers from various sources that already exist (researcher as second hand). Secondary data in the study comes from the archives owned by schools and teachers, namely notes to know the model of Problem Based Learning in the form of RPP.

In this study, data collection techniques are observations. According to Hadari Nawawi (2005: 100) states, "direct observation technique is a way of collecting data that is done through observation and recording of symptoms appear on the object of research which implementation directly to the place where an event, situation or situation is happening ". the way to get the data done through observation and recording of symptoms that appear on the object of research, the direct implementation of Problem Based Learning model in motivating the students' learning grade XI IPS SMA PARULIAN 1 MEDAN. Hadari Nawawi (2005: 101) states Direct communication technique is "how to collect data that require the researcher to make direct contact verbally or face to face with the data source, both in real situation and in situation that deliberately made for the purpose" . made contact with high school student IPS SMA PARULIAN I MEDAN to sample research. Documentary study technique is a way of collecting data by holding records or taking notes from the sources of books, newspapers, magazines, and can

also be photographs and recordings berlangsungnya research. In this study, the documentary is done during the research process conducted in SMA PARULIAN I MEDAN in the form of photographs relating to research.

III. RESULT AND DISCUSSIONS

In this study, data collection techniques are observations. According to Hadari Nawawi (2005: 100) states, "direct observation technique is a way of collecting data that is done through observation and recording of symptoms appear on the object of research which implementation directly to the place where an event, situation or situation is happening ". the way to get the data done through observation and recording of symptoms that appear on the object of research, the direct implementation of Problem Based Learning model in motivating the students' learning grade XI IPS SMA PARULIAN 1 MEDAN. Hadari Nawawi (2005: 101) states Direct communication technique is "how to collect data that require the researcher to make direct contact verbally or face to face with the data source, both in real situation and in situation that deliberately made for the purpose" . made contact with high school student IPS SMA PARULIAN I MEDAN to sample research. Documentary study technique is a way of collecting data by holding records or taking notes from the sources of books, newspapers, magazines, and can also be photographs and recordings berlangsungnya research. In this study, the documentary is done during the research process conducted in SMA PARULIAN I MEDAN in the form of photographs relating to research.

Table. Implementation of Problem Based Learning Model on Geography Subject in students motivating learning

N O	FASE	TINGKAH LAKU GURU	Dilak sanak an	Tidak dilaksana kan	Sk or
1	Orientasi siswa kepada masalah	Guru menjelaskan tujuan pembelajaran		✓	5
		Guru menjelaskan logistik / bahan yang dibutuhkan		✓	3
		Guru memotivasi siswa agar terlibat langsung dalam kegi atan pemecahan mas alah yang dipilih		✓	5
2	Mengorgani sasikan siswa untuk belajar	Guru membantu siswa medefinisikan tugas belajar yang berhubungan dengan masalah	✓		2

	Guru membantu siswa mengorganisasikan tugas belajar yang berhubungan dengan masalah	✓	4
3	Membimbing siswa untuk penyelidikan individu maupun kelompok	✓	5
	Guru mendorong siswa untuk mengumpulkan informasi yang relevan	✓	4
4	Mengembangkan dan menyajikan hasil karya	✓	4
	Guru membantu siswa dalam merencanakan dan menyiapkan karya seperti laporan, poster, video, atau model	✓	4
5	Menganalisis dan mengevaluasi proses pemecahan masalah	✓	3
	Guru membantu siswa untuk melakukan refleksi terhadap penyelidikan mereka	✓	4
	Guru membantu siswa untuk melakukan refleksi proses proses yang telah mereka lakukan dalam memecahkan masalah	✓	4

investigation of information and experiments, (4) Develop and present the work, (5) Analyze and evaluate the problem-solving process, the teacher helps the student to reflect on the problem-solving process quite well,

From the observation conducted by the researcher, Implementation of Problem Based Learning Model in geography subjects in class XI IPS I shows that at stage (1) Student orientation to the problem, the teacher has done explain the learning objectives very well, in Phase (2) to learn, teachers organize tasks related to the problem well, (3) Guiding individual and group investigations, teachers have conducted investigations in the form of information and experiments very well. (4) Developing and presenting the work, Master assists in the assignment quite well, (5) Analyze and evaluate problem-solving processes, teachers help students to reflect on problem-solving processes fairly well.

We can see from the above observation sheet that the teacher is able to determine the learning topics that will be studied by the students with the material of environmental utilization in relation to sustainable development, the teacher is able to convey the learning objectives and the teacher convey the steps - the model of learning problem based learning, about the material to be discussed such as Utilization and environmental conservation, there is a positive response done by the students in the initial activity before the learning is to understand directly the problems selected by the teacher Geography.

Teachers are able to motivate students to be directly involved to do the problem-solving activities that become the choice, teachers help students in defining and organizing learning tasks related to the problems presented then the teacher helps students in defining and organizing learning tasks related to the problems presented, teachers encourage students to collect relevant information, carry out experiments and gain enlightenment in problem solving, teachers help students reflect or evaluate their investigations in every process they use. So the students look ready in the implementation of the learning process. Furthermore, the teacher convey the learning phase that must be done by the students during the learning process is to convey the syntax of the implementation of the Problem Based Learning model. From the explanation of the above observations, the implementation of problem based learning model on geography subjects in motivating students in class XI IPS I and II has been implemented well, so students are more motivated to learn.

The results of this observation indicate that the application of this problem based learning model teachers are able to motivate students to be more active and maximize the ability to think critically to get solutions from problems in the real world. In the curriculum are also designed issues that motivate to gain important knowledge so that have own learning strategies and skills to participate in discussion groups. For example, we associate with Teaching Materials "the use and preservation of the environment".

In this discussion, geography teaching materials can be linked from the above observation sheet, namely Phase

From the observations made by researchers with direct observation to the field with a benchmark reference score of 1-5 for implementation of Problem Based Learning Model Implementation in geography subjects in class XI IPS I. Score 1. = very less, Score 2. = less, Score 3. = enough, Score 4. = good, Score 5. = very good. Research shows that in the stage (1) Student orientation to the problem, the teacher has done explain the purpose of learning very well, in Phase (2) Organize students to learn, teachers do organizing tasks related to problems well, (3) Guiding individual investigation as well as groups, teachers have conducted excellent

I, Teacher Determining the chosen problem that is the utilization and conservation of the environment. Phase II, Students are required to be able to relate the problems that exist in everyday life, Phase III, With the Guidance of the Teacher, students are motivated to direct the spaciousness to gather information for solving problems. For example the utilization of used goods into goods that are ready to be traded. Phase IV, through the third stage here students are required to be active and creative in making reports from the observations of the utilization of used goods. Stage V, with the passage of the stages above, then at this stage is a refinement yatu, with the solving masalah done by the student, where the teacher to reflect on the problem that has been solved by the student then the teacher re-analyze the problem and the last teacher evaluate the troubleshooting process.

IV. CONCLUSIONS

Can be drawn The conclusions from the results of research and discussion of the implementation of Problem Based Learning model on Geography subjects in motivating students' learning grade XI IPS SMA PARULIAN I MEDAN, teachers are able may mey topic learning, convey the purpose of learning and teachers convey steps - steps model of learning problem based learning . Teachers are able to motivate students to be directly involved in solving problem-solving activities, teachers help students in defining and organizing learning tasks related to the problems presented, teachers encouraging students to collect relevant information, carry out experiments and gain enlightenment in solutions problems, teachers help students in doing reflection or evaluation of their investigations in every process they use.

Student motivation is seen: active students during the implementation process, the learning process with students respond positively, teacher questions, and students are encouraged in formulating the issues discussed. Seen enthusiastic from students looking for, collecting, and sorting the data in accordance with the problems, students dare to ask questions, issued opinions and students are actively involved in the formulation of conclusions.

REFERENCES

- [1] A.M Sadirman, (2004). *Interaksi dan Motivasi Belajar Mengajar*. Jakarta: RajaGrafindo Persada
- [2] Munib, Achmad , 2004. *Pengantar Ilmu Pendidikan*. Semarang : Press
- [3] Oemar Hamalik, (2001). *Proses Belajar Mengajar*. Jakarta : Bumi Aksara
- [4] Arends 1997, *Model-model Pembelajaran Inovatif Berorientasi Konstruktif*, Jakarta : Prestasi Pustaka Publisher
- [5] Rusmono, (2012), *Strategi Pembelajaran dengan Problem Based Learning itu Perlu*. Bogor. Ghalia Indonesia
- [6] Ibrahim, M (2003) *Pengembangan Perangkat Pembelajaran*. Jakarta . Direktorat Pendidikan Lanjutan Pertama. Depdiknas.
- [7] Nawawi , Hadari .(2005). *Metode Penelitian Bidang Sosial*. Yogyakarta. Gadjah Mada University Press
- [8] Trianto. (2011). *Pengantar Penelitian pendidikan Bagi Pengembangan Profesi Pendidikan & Tenaga Kependidikan*. Jakarta: Kencana Prenada Media Group
- [9] G. Eason, B. Noble, and I.N. Sneddon, "On certain integrals of Lipschitz-Hankel type involving products of Bessel functions," *Phil. Trans. Roy. Soc. London*, vol. A247, pp. 529-551, April 1955. (*references*)
- [10] J. Clerk Maxwell, *A Treatise on Electricity and Magnetism*, 3rd ed., vol. 2. Oxford: Clarendon, 1892, pp.68-73.