

# Evaluating Problem-based Material in a Social Class: Sounds from Indonesian primary school students

Ratna Tiharita

Department of Economics Education  
Universitas Swadaya Gunung Djati  
Cirebon, Indonesia  
ratnatiharita1959@gmail.com

**Abstract**—Problem-based material is rarely found in the context of Indonesian Primary Schools. Therefore, this paper is attempted to evaluating the current issue of problem-based materials and its outcomes for the students in the social class. This study used qualitative approach. The respondents were the social class of the primary school in west Java, Indonesia. Employing classroom action-research design, the data were collected through observation, interview and tests. The results of the study indicate that problem-based material is perceived positively by the students. Students were actively engaged in the peer discussion. Moreover, the results of the tests suggest that problem-based material is potential for improving students' learning outcomes. The implication of the study as well as the practical issues is also discussed).

**Keywords**—social science class; problem based learning; material; learning outcome

## I. INTRODUCTION

Problem-based learning (PBL) constitutes a promising way of integrating academia and social work practice because PBL fosters engagement with real-life problems and enhances important skills needed in social work practice [1]. Research also suggests problem-based learning is effective for teaching social science [2,3].

Reports suggest that generally, Social Class is not interesting for the students of primary schools in the contexts of Indonesian. This situation leads to the perception of the students. And as the results, students have low learning outcomes. Students' learning achievements are mainly lower than the minimum requirements as suggested in the school standard.

The results of the preliminary research also show that students have low motivation for learning in the classroom. Students are less motivated to learn. Moreover, the teachers who use traditional approach tend to be demotivated, too in their teaching.

Therefore, this research introduced the Problem-based material for teaching the primary school students social science. The research is attempted to know the students' learning outcomes after the implementation of Problem-based Learning Material and how the students' responses after the implementation of the Problem-based materials.

## II. RESEARCH METHODS

This study used qualitative research methods. A model of research and development was employed in developing the problem-based materials for the instruction [4]. In the designing and developing the materials, a social classroom of the public primary school in Cirebon, West Java- Indonesia was involved. In this case, a classroom action research design was used. All participants were purposively selected through the snowball technique. The data were collected through the questionnaire, interview, and the tests. The questionnaires were utilized to get the students' responses toward the materials. The interview was held to investigate further about the students' sense of learning atmosphere. The tests were employed to measure the students' learning outcomes. The data were qualitatively analyzed according to Sugiyono framework [5]. The data were classifying and coding. The interpretation was made after the coding was completed. Data reduction was occurred to make it robust.

## III. RESULTS AND DISCUSSION

### A. The Materials

The problem-based material is presented in the following structures:

- Interpreting, the information exchange from one student to another,
- Exemplifying, the giving an example from the general concepts,
- Interpreting, The recognizing of an object or phenomenon into a particular category,
- Summarizing, this is making a statement that represents an information from a text,
- Concluding, this is the finding of a pattern in a number of examples,
- Comparing Detecting similarities and differences of the two objects, ideas, or situations,
- Explaining, it is constructing and using text material [6].

The results of the classroom observation suggest that the materials received positive responses from the class. The results are as follows.

- All of the results of the explanation are that the design of instructional materials is good,
- The instructional material has entered the criteria displayed in the design of teaching materials including the suitability of content, linguistics and presentation aspects,
- The contents are in accordance to the curriculum and indicators illustrating the elaboration of basic competencies,
- The linguistic aspects of the materials are quite simple and easy to understand by students, and

The aspects of the material are coherent and in accordance to the accuracy of the material. In addition, the media images are presented in the materials to facilitate the reader to comprehend the concept of the issues or topics. In specific context, problem-based is also triggering [7]. The materials which is able to build learning interest also support [8].

### B. Students' Learning Outcomes

The design of teaching materials is oriented to the PBL model for achieving the students' comprehension. The materials were given in the seven-year class of the SMP Negeri 6 Cirebon. There were three times meetings- cycle I, II, and III. The results of the tests indicate a progress from the first cycle to the second and third. The details of the results are presented in the following table 1.

TABLE I. TEST ACHIEVEMENTS

Cycles	Test Results		
	<i>Cycle I</i>	<i>Cycle II</i>	<i>Cycle III</i>
Standard score	90	90	90
Means	78,75	86,52	92,63

### C. Students' Responses

Students perceived the material positively as indicated in their response.

"The teaching material used in this study is different because it uses interesting modules and worksheets. It makes it easy to understand the material, to answer questions in the worksheets with a small discussion. So, we can work together and express opinions correctly. We also easily solve the worksheet problems, but it still needs to have more examples so that we can remember the material more easily."

The overall results of students' responses to the materials are good. They also found it interesting to learn using the given

materials. The observation also revealed they were motivated and involved and engaged in the alive discussion. They can share opinions and made simple arguments in the groups. Thus, the finding supports research saying that problem-based material is important to provide students learning guidance [9].

Besides, students were also having an ability to classify certain phenomena effectively given in the class. As student stated, "it is now more easily to identify single item as it provides clear instruction and images. It is more interesting as we can grasp more information from the small narration given after the images. In other words, problem-based material is able to foster students' self-regulated learning [10].

## IV. CONCLUSION

From the overall findings it can be concluded that the problem-based materials successfully provided students learning social science which was not interesting at first. The results of the tests also suggest they can comprehend the problem of the topics covered in the materials.

## REFERENCES

- [1] M. Monrad and Anne-Kirstine Mølholt, "Problem-Based Learning in Social Work Education: Students' Experiences in Denmark", *Journal of Teaching in Social Work*, vol. 37, pp. 71-86, 2017.
- [2] L. Yew, K. Goh, "Problem-Based Learning: An Overview of its Process and Impact on Learning" *Health Professions Education* 2(2), Pp. 75-79, 2016.
- [3] J. Merritt, M. Y. Lee, P. Rillero, and B. M. Kinach, "Problem-based learning in K-8 mathematics and science education: A Literature review". *Interdisciplinary Journal of Problem-Based Learning*, vol. 11, pp. 3, 2017.
- [4] N.S. Sukmadinata, "Metode Penelitian Pendidikan" Bandung: PT Remaja Rosdakarya, 2016.
- [5] S. Sugiyono, "Metode Penelitian Pendidikan" Bandung: Alfabeta, 2016
- [6] L.W. Anderson, "Pembelajaran Pengajaran dan Asesmen". Yogyakarta : Pustaka Pelajar, 2015.
- [7] G. J. Hwang, L. Y., Chiu, and C. H. Chen, "A contextual game-based learning approach to improving students' inquiry-based learning performance in social studies courses". *Computers & Education*, vol. 81, pp. 13-25, 2015.
- [8] G. J. Hwang, and Chang, S. C., "Effects of a peer competition- based mobile learning approach on students' affective domain exhibition in social studies courses". *British Journal of Educational Technology*, vol. 47, pp. 1217-1231, 2016.
- [9] X. Jia, W. Hu, F. Cai, H. Wang, J. Li, M. A. Runco, and Y. Chen, "The influence of teaching methods on creative problem finding", *Thinking Skills and Creativity*, vol. 24, pp. 86-94, 2017
- [10] P. Purwasih, D. Gusrayani, and N. Hanifah, "Pengaruh Strategi Inkuiri Sosial terhadap Pemahaman IPS dan Self-Regulated Learning Siswa Sekolah Dasar pada Materi Kegiatan Ekonomi di Indonesia (Penelitian Kuasi Eksperimen terhadap Siswa Kelas VA dan VB SDN Sukalilah Kecamatan Pamulihan Kabupaten Sumedang)", *Jurnal Pena Ilmiah*, vol. 2, pp. 2071-2080, 2017.