

**IMPROVE THE ABILITY TO FIND OPINIONS
AND RESULTS OF LEARNING IPS THROUGH LEARNING MODEL
PROBLEM BASED LEARNING IN CLASS VIII STUDENTS
SUMALATA STATE 3RD PRIVATE VOCATIONAL SCHOOL
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Abstract.

The purpose of this study was to determine the improvement in the ability to express opinions and social studies learning outcomes through the Problem Based Learning learning model in learning in class VIII Sumalata State Junior High School 3 North Gorontalo Regency. The subjects in this study were 24 people, 13 were male students and 11 were female students. Data analysis is done through analysis of the results of observations and the results are used to reflect on whether students have been able to improve the ability to express opinions and learning outcomes. The results of this analysis will be used to plan actions for each cycle. The results showed that in the first cycle the ability to express student opinions increased to 73% and learning outcomes increased to 71% and in cycle II the ability to express student opinions increased to 88% and learning outcomes increased to 88%.

Keywords:

Problem Based Learning, ability to express opinions and learning outcomes

A. INTRODUCTION

A student who has the ability to express opinions is usually students who are always active inside and outside the classroom, follow the organization in the school to train themselves to be able to

communicate well, be able to express their feelings and always think positively. While students who have the ability to express low are students who are less active, always feel afraid of

giving the answer wrong, and always think negatively.

Based on the observations of researchers there are students in class VIII in SMP Negeri 3 Sumalata who have attitudes and behaviors that show the ability to express opinions in a low class, namely silence when given questions by the teacher, fear of being wrong in answering questions from the teacher, difficulty speaking or speaking open when talking to the teacher and not daring to ask questions and express opinions when given the opportunity to speak.

The low ability to express opinions on students causes the learning outcomes to be low. The results of learning are an illustration of how students understand the material conveyed by the teacher. Learning outcomes are output values in the form of numbers or letters obtained by students after receiving learning material through a test or exam delivered by the teacher. From these learning outcomes the teacher can receive information on how far students understand the material being studied.

Based on the data obtained by researchers, the learning outcomes of class VIII students of SMP Negeri 3 Sumalata especially in social studies subjects can be said to be still low. This is due to the ability of students to receive

lessons delivered by teachers is not good. Students are less interested in participating in the ongoing learning process because the teacher only uses a one-way method namely lecture. Teachers lack innovation in using learning methods so that they do not motivate students to learn. One of the subjects that students consider unattractive is an IPS subject. In social studies, the grades of grade VIII students tend to be low.

Students have difficulty in answering practice questions, both in social studies textbooks, worksheets, questions given by the teacher, monthly tests, and semester exams. This can be seen from the results of the semester exams obtained by students not in accordance with the standard of student learning completeness. From the results of the semester exam in social studies subjects that researchers obtained on January 7, 2018, the value of grade VIII students in social studies under the KKM average (Minimum Completion Criteria) is 75. Of the 24 students only 10 students (42%) already got above the average value of 75. While 14 students (58%) were still incomplete because the scores achieved were still below the KKM average. Learning should be said to be complete if the student as a whole is able to get a value equal to or above the KKM

value. Thus it can be said that student learning outcomes in these learning are still very low.

During the implementation of the learning process the teacher tends to apply conventional learning models that prioritize lectures and assignments compared to the application of learning models in accordance with the 2013 curriculum. Efforts that can be done by researchers in improving student learning outcomes and ability to express opinions, one of the models considered accordingly is through the application of the PBL model (Problem Based Learning). Because the Problem Based Learning model is a learning model that trains the activeness of students to think more critically in solving a problem or solving a problem in the context of a more contextual life.

The reason for choosing the learning method by using the Problem Based Learning model to be able to improve students' ability to express their opinions and learning outcomes is as follows: (1) the learning situation is more conducive, because students are fully involved in learning, (2) , so that learning is more student-centered and active in learning, and (3) the teacher will be motivated in learning by using Problem Based Learning to increase students' interest in learning.

In addition, by applying the three components students are invited to be directly involved starting from understanding the material, discussion, group learning to reflection activities. Through the use of Problem Based Learning learning models it is expected to improve the quality and enthusiasm of students in expressing their opinions and learning outcomes. Based on the background above, the writer will conduct a research with the title "Improving the ability to express opinions and social studies learning outcomes through the Problem Based Learning learning model in Class VIII Students of State Junior High School 3 Sumalata North Gorontalo Regency 2018/2019 Academic Year".

B. FORMULATION OF THE PROBLEM

Based on the background of the problem above, it is necessary to have a problem statement that will give direction to the research step. The formulation of the problem in this study are:

1. Can the Problem Based Learning learning model improve students' ability to express their opinions on social studies learning in Class VIII of Sumalata State Middle School 3 North Gorontalo Regency?

2. Can the Problem Based Learning learning model improve social studies learning outcomes in students in Class VIII Sumalata State Middle School 3 North Gorontalo Regency?

C. HOW TO SOLVE THE PROBLEM

The steps for implementing the Problem Based Learning learning model are:

1. Student orientation to the problem
2. Organizing students to study
3. Guiding individual / group experience
4. Develop and present the work
5. Analyze and evaluate the problem solving process

D. RESEARCH PURPOSES

The purpose of this study is to find out:

1. Through the application of the Problem Based Learning learning model in Class VIII Sumalata 3 Public Middle School North Gorontalo Regency can improve students' ability to express their opinions on social studies
2. Through the implementation of the Problem Based Learning learning model in Class VIII Sumalata 3 Public Middle School North Gorontalo Regency can improve

student learning outcomes in social studies learning

E. RESEARCH METHODOLOGY

1. Research Settings

This class action research was conducted in class VIII of Sumalata State Middle 3 North Gorontalo Regency. This research is a classroom action research conducted for 3 (three) months, starting from the first week of October to the second week of December 2018. During this time the school conducts learning for the Odd Semester Academic Year 201-2019.

2. Approaches and Research Methods

Classroom Action Research (CAR) or in English called Classroom Action Research consists of three words, namely research, action, and class. Research itself is an activity to examine an object using a particular methodology and aims to obtain data that is useful to improve the quality of a thing. Action is an action that is intentionally carried out to achieve a certain goal. Hopkin (in Emzir, 2008: 234).

3. Research Design and Procedure

a) Research Design

To facilitate the author in conducting research, the application of the action is carried out in two cycles. Each cycle is two meetings. Each

meeting consists of planning, implementing, observing, refining. Arikunto (2010: 137) the context of education, CAR is an act of improving teachers in organizing social studies learning by using procedures of planning, implementation, observation and reflection.

b) Research Procedure

The implementation of classroom action research was carried out through two cycles where each cycle was held with two meetings. Cycle I and II systems for classroom action research are carried out through the following procedure.

1. Planning

Based on the reflection of the first cycle, the researcher compiled the design of the second cycle of action in order to improve the implementation of the cycle I activities. Activities in the planning process include: compiling a Student Worksheet that will be given to students during group learning, preparing a problem based learning learning model.

2. Implementation

Implementation in the form of learning activities that have been compiled in planning. The process follows the sequence of activities contained in the learning scenario which includes:

1) Initial activity

- a) Begin learning with an introduction to give motivation and perception
- b) The teacher explains the system of subject matter
- c) Students pay attention to the teacher's explanation.

2) Core activities

- a) The teacher explains the learning objectives, explains the logistics needed, proposes phenomena or demonstrations or stories to raise problems, and motivates students to engage in selected problem solving activities
- b) The teacher helps students to define and organize learning tasks related to the problem.
- c) The teacher encourages students to gather appropriate information, carry out experiments to get explanations and problem solving.
- d) The teacher assists students in planning and preparing appropriate works such as reports, and helps them to share

assignments with their friends

- e) The teacher helps students to reflect or evaluate their investigations and the processes they use
- f) The teacher concludes the subject matter

3) *Final activity*

- a) Teachers and students ask questions about the material.
- b) The teacher gives material conclusions that have been discussed.
- c) Evaluation
- d) Students and teachers end the lesson with prayer.

3. Observation

Observations were made on students and teachers during the learning process. student activity sheet, including (a) paying attention to the teacher's explanation, (b) working together in groups, (c) presenting the results of the discussion, (d) answering the questions correctly.

b. Reflection

Making conclusions after the teaching and learning process takes place, regarding findings in the field include: the ability to express opinions, student test results, the activities of

teachers and students, make plans for follow-up in the next cycle.

4. Research Subject

This research was conducted on Class VIII-A students of Sumalata State Middle 3 North Gorontalo Regency with the number of students being 24 people, men numbering 13 students while women numbering 11 students.

5. Research Variables

This research variable consists of input variables, process variables and output variables

1. Input Variables

Input variables are variables that influence other variables in the study. Input variables in this study are problem based learning learning models. The problem based learning learning model is a problem-centered learning activity.

2. Process Variables

The process variable in this study is the learning process that takes place using a problem based learning learning model, where the teacher in the learning process plays an important role, namely as a guide, and facilitator. As a guide and facilitator, the teacher is required to be aware of optimally directing students to be active in the learning done, because of the orientation of learning to students (student centered instruction), not to the teacher (teacher centered instruction).

3. Varabel output

The output variable in this study is the ability to express opinions and student learning outcomes as follows:

- a. The ability to express opinions is the ability to convey ideas or thoughts verbally logically, without imposing one's own will and using good language with indicators: (1) correctness of speech, (2) placement of pressure, tone, joints and appropriate duration. (3) choice of words (diction), (4) accuracy of the target of the conversation
- b. Learning outcomes are individual behavior which includes three aspects, namely cognitive, affective, and psychomotor. Learning outcomes are also a change in behavior from being unable to become able and from those who do not know to know. Learning outcomes in this study focus on learning outcomes in the form of cognitive. Cognitive learning results can be measured through tests and can be seen from the values obtained.

6. Data Collection Techniques

Data collection techniques in this study include:

1. Data about the implementation of student learning activities is obtained through direct observation of each student using the observation sheet

2. Data on the implementation of teacher activities are obtained from observing teacher activities guided by the steps of teacher activities in the implementation of learning.
3. The test used is a multiple choice test with reference to the learning material
4. Documentation in the form of learning tools consisting of syllabus, learning implementation plan, and assessment

7. Data Analysis Techniques

The collected data was analyzed to determine the success of students in expressing opinions using the following formula:

$$P = \frac{f}{N} \times 100\%$$

Information:

P = is a percentage number.

f = is the frequency that the percentage is looking for.

N = Number of frequencies.

Criteria for the ability to express student opinions are as follows:

- Conformity criteria (%) 0-25 Less
- Compliance criteria (%) 26-50 Enough
- Conformity criteria (%) 51-75 Good
- Suitability of criteria (%) 76-100 Very Good (Hildayani, 2004: 97)

While for student learning outcomes used the formula:

$$NS = \frac{\text{Score of acquisition}}{\text{Total Score}} \times 100\%$$

With the criteria, if the value is above 75 then it is declared complete, and if it is below the value 75 it is declared incomplete.

F. RESEARCH RESULTS AND DISCUSSION

This class action research activity sets indicators of success are: 1) the results of observations of teacher activities which include very good and good categories from 43% to a minimum of 80%, 2) the results of observations of student activities which are in very good and good categories from 43% to a minimum of 80 %, 3) the ability of students to express opinions on learning increases from 40% to a minimum of 80%, and 4) the number of students who obtain a minimum completeness score of equal to or more than 75 increases from 42% to a minimum of 80%.

From this classroom action research results were obtained, namely in the first cycle, teacher activities included in the very good and good categories increased to 71% and in the second cycle the activities of the teachers included in the excellent and good categories increased to 95% with an increase of 24%. While the activities of students in the first cycle, which included very good

and good categories increased to 71% and in the second cycle, the activities of students who belonged to the excellent and good categories increased to 95% with an increase of 24%.

The ability to express student opinions increased to 73% in the first cycle and in cycle II the ability to express student opinions increased to 88% with an increase of 15%. While student learning outcomes in the first cycle increased to 71% and in the second cycle, student learning outcomes increased to 88% with an increase of 17%.

From the observer's journal about the ability to express student opinions, the following observations were obtained:

- a) Most students do not have confidence and the ability to express good opinions in learning. This is indicated by the underdevelopment of all research indicators, especially working on tasks independently and showing pride in their own work. students in general still work in groups and do not show their work to other people both friends and teachers. This certainly needs to be improved through using a problem based learning model with good learning techniques.
- b) Students in general have not been able to solve the problems posed by

the teacher in the learning process. Students look very confused to answer the teacher's questions and have not been fully able to understand the problem based learning model.

- c) The independence of students in learning is also not optimal, so they must always be guided by the teacher to learn which gives consequences to the inability to solve problems themselves
- d) Students in general have not been able to operationalize the material and understand according to the context given. It is seen that some students are less able to read well-illustrated stories, so that when retelling the stories they read have difficulty
- e) Students in general are less able to assimilate to the new material they will learn. They look less interested, so choose to be passive in learning.

The efforts made by teachers in optimizing learning and improving indicators of self-confidence and the ability to express opinions that are not well developed is to carry out the following steps: (1) before conducting this learning activity, the teacher first gives apperception about the material learning to students by explaining the purpose and benefits of this activity, (2)

the teacher gives the opportunity for students to ask each other questions and discuss and ask questions according to the subject matter, (3) in the preliminary activities the presentation of material is carried out to know basic / initial knowledge students about the material presented, (4) the teacher conveys learning material or problems to students according to the basic competencies to be achieved, (5) the teacher assigns the task to students to read the problem based learning model, (6) the teacher oversees the activities carried out by students , all right s provides instructions, (7) the teacher facilitates students in retelling, (8) the teacher gives tests verbally to students.

From these learning activities, in the first cycle there was an increase in the ability to express opinions by 33%, learning outcomes by 29%. However, in the learning activities in the first cycle, there are weaknesses such as: (1) The teacher has not improved student understanding by explaining the logistics needed, explaining the learning objectives to be learned, motivating students to be involved in problem solving activities selected and proposing phenomena or demonstrations or stories to raise problems. (2) The teacher has not developed activities to help students in defining and organizing learning tasks

related to the problem. (3) The teacher has not optimally encouraged students to gather the information needed and carry out experiments to get an explanation and solution to the problem at hand. (4) The teacher has not helped students in planning and preparing the work assigned by the teacher, as well as coordinating students to share assignments with their friends (5) The teacher has not helped students optimally in reflecting or evaluating their investigations and the processes they use (6) The teacher in deducing the subject matter has not involved students. and (7) student learning outcomes have not increased as expected.

From the observer's journal, several observations were obtained:

- a) Some students are not skilled in language which is characterized by the accuracy of speech; the accuracy of the choice of words that have not developed. Whereas the speed of placement of pressure, tone, joint and the exact duration of the target conversation has begun to develop well
- b) Students appear to be active in the learning process and increasingly understand the concepts taught by the teacher through illustrated stories
- c) Students begin to be able to solve the problems posed by the teacher in the

learning process. students seemed enthusiastic to answer the teacher's questions and tried to complete the pictorial stories proposed by the teacher in each group.

- d) The process of discussion in each group looks very good and students generally seem to have the courage to express their ideas or ideas without feeling embarrassed or feeling uncomfortable
- e) The ability to express opinions in learning begins to appear so that the teacher more facilitates students to solve problems themselves
- f) Students in general begin to be able to operationalize the material and understand it according to the context given. It can be seen from the students 'ability to interpret the concepts taught by the teacher, so that when asked questions that explore the students' understanding of the material being taught, in general students begin to answer well
- g) Students begin to be able to assimilate with the new material they will learn. They seem to be interested in the process of problem based learning models, so students choose to be active in the learning process.

To improve the ability to express opinions on students need to be well developed. This is based on the idea that

since entering the school world, students are faced with two ranges namely, the range of language attitudes and range of language skills. In one range students want to express their thoughts and in the other range are afraid to speak. In this case the teacher has the responsibility to strengthen the confidence of students to be able to speak both oral and written, both in the classroom and in the social environment of students.

Planting the attitude of trust to speak is growing very slowly, so it takes a long time and the patience of the teacher in guiding students. The teacher needs to create an atmosphere that allows students to practice using spoken language. The teacher must be able to encourage students to describe, classify, inform, plan, and compare things verbally.

Seeing the knowledge achieved by participants in the second cycle means clarifying the existence of using a learning based model, even though there are still some shortcomings that need to be improved by the teacher. Therefore, the researcher continues the actions of the second cycle.

From observer journals obtained some results of observations of the second cycle obtained that:

a) Students generally show the ability to express good opinions. students

have been able to choose the right words, placement of sound pressure, tone, duration and joints that are appropriate, choice of words, and the accuracy of the target conversation

b) Students look proactive in the learning process and deeply understand the concepts taught by the teacher, especially those relating to the stories they read.

c) Students can contribute fully in solving problems posed by the teacher in the learning process. Students look enthusiastic to answer the teacher's questions and can finish reading material and recount it in front of the class

d) The independence of students in learning begins to appear so that the teacher more facilitates students to solve problems themselves

e) Students are better able to operate the material and understand according to the context given. It can be seen from the students' ability to interpret the concepts taught by the teacher, so that when asked questions that explore the students' understanding of the material being taught, students generally begin to be able to answer well.

f) Students have been able to assimilate with the new material they will learn. They seem to be interested in the

process of problem based learning models, so students choose to be active in the learning process.

Based on the description of the results of the research and discussion described above, it is clear that using the problem based learning model successfully improves the ability to express student opinions and learning outcomes in accordance with the specified indicators. Thus the hypothesis which reads: (1) If the implementation of learning uses a problem based learning model, the ability to express the opinions of Class VIII students of Sumalata State Junior High School 3 Gorontalo Regency will increase. (2) If in the implementation of learning using a problem based learning model, the learning outcomes of Class VIII students of Sumalata State Junior High School 3 in Gorontalo Regency will be verified.

G. CONCLUSION

Based on the description of the results of the research and discussion, the research conclusions are presented as follows:

1. In this class action research the following results have been obtained: in the first cycle the ability to express student opinions increased to 73% and in the second cycle increased to 88%. Thus the hypothesis reads: If in

Social Studies learning the Problem Based Learning learning model is used, the students' ability to express their opinions in class VIII of Sumalata State Middle School 3 North Gorontalo Regency will increase in its validity.

2. Student learning outcomes in the first cycle increased to 71% and in the second cycle, student learning outcomes increased to 88%. Thus the hypothesis that reads: If in Social Studies learning the Problem Based Learning learning model is used, the learning outcomes of class VIII Sumalata State Junior High School 3 North Gorontalo Regency will be verified.

Based on the above conclusions, several suggestions are presented as follows:

1. For Students
 - a. Students who already have the ability to express their opinions well in order to further develop their potential in daily life through reading and talking to other parties. As for students who have not been able to express their opinions well in order to continue trying to develop self-confidence.
 - b. Students whose learning outcomes have been completed

in order to continue to sharpen themselves, and for students whose learning outcomes are not complete so that learning is more active for achieving competence.

- c. Follow-up for students whose learning outcomes have been thoroughly enriched to develop their competencies. Whereas for students who are not completed, they will be remedial for the improvement and achievement of their competencies.

2. For Teachers

This research can be used as material knowledge to the teacher regarding the implementation of problem based learning learning models and their application in improving the ability to express opinions and student learning outcomes.

3. For Schools

The results of this study can be used as a reference in taking policies related to the application of learning models in improving the ability to express opinions and student learning outcomes.

4. For Further Researchers

For further researchers, it is recommended to be able to use the problem based learning learning model in a more creative way, such as by using the media when

delivering the topic of the problem to be discussed, for example before starting the debate, the video will be aired first. This is done so that students become more interested in participating in active debate activities so that the ability to express opinions and learning outcomes will increase.

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