
Efforts To Improve Learning Outcomes On Self-Introduction Material Through Pbl Learning Model (*Problem Based Learning*) In Class VII Of MTS N 1 Seluma

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Abstract

This research was motivated by students who found it difficult to answer questions given by the teacher, and it was still seen that students were less able to explain the answers well in learning English, so that in learning English students did not understand the lessons given by the teacher. The formulation of the problem in this research is whether by implementing the PBL learning model (Problem Based Learning) in the introduction material can improve learning outcomes in class VII MtS N 1 Seluma?. The purpose of this research is to determine student learning outcomes using the PBL learning model (Problem Based Learning) on instruction material in class VII MtS N 1 Seluma. This research uses Class Action Research (PTK) which observes the teaching and learning process in the classroom which is an examination of learning activities in the form of actions, which are deliberately created and occur in a class together. The data collection techniques used are observation and tests. Based on data analysis, the average student learning outcomes were obtained before using the PBL learning model (Problem Based Learning) namely 41% with only 11 people completing it and the remaining 16 people not completing it. After carrying out PTK with the PBL learning model (Problem Based Learning) The average student learning outcomes in cycle I reached 78% with 21 people getting a completion score above the KKM, namely 65. Cycle II further improved by achieving an average learning outcome reaching 100% with all students getting a completion score above The KKM is 65. So it can be concluded that the hypothesis can be proven by implementing the PBL learning model(Problem Based Learning) can improve learning outcomes in the introduction material in class VII MtS N 1 Selumacan be seen from student learning outcomes after carrying out PTK using the PBL learning model (Problem Based Learning) on introductory material with 100% classical completeness.

Keyword: Learning Outcomes, Pbl Learning Model (*Problem Based Learning*), Introduction.

Introduction

In human life activities are almost never separated from learning activities, both formal and non-formal learning activities. Most of the activities we do every day are learning activities. Thus, there are no limits for anyone to learn. By experiencing the learning process we will make changes from day to day and become more knowledgeable. According to Sanjaya (2008: 70), learning is a system or activity that aims to teach students. The learning process is a series of activities that involve various components in the activity process to achieve the goals you want to achieve and how to know the success of these achievements. According to Kasihani (2001: 43) English is the first foreign language that is considered important for the purpose of accessing information, absorbing and developing knowledge, technology, arts and culture and

building relationships with other nations. However, in reality, after an assessment was carried out on students, the results were not in accordance with the learning objectives, this can be seen as difficulties such as, some students or 50% of the 27 students were not able to make introductory expressions. As we know, successful learning can be achieved by improving teaching strategies that are effective and enjoyable for students. So, among several strategies, the author would like to offer a strategy that can improve skills in English subjects at MtS N 1 Seluma, especially class VII students, through the PBL method. (*Problem Based Learning*). According to Trianto (2013: 90) explains that PBL (*Problem Based Learning*) is a learning model that is based on many problems that require authentic investigation, namely investigations that require solving real problems. Trying to find solutions to

problems and the knowledge that accompanies them produces knowledge that is truly meaningful, because trying to find solutions to problems yourself will provide concrete experience. Based on the description above, the researcher raised a problem with the title Efforts to Improve Learning Outcomes in Self-Introduction Material Through the PBL Learning Model (*Problem Based Learning*) in class VII of MtS N 1 SelumaTP 2023/2024. This research purpose to knowing the result learning of Class VII Students of MtS N 1 Seluma on introduction myself material with using the Problem Based Learning Model. The benefits to be achieved in this research are as follows:

1. For students by implementing the PBL learning model (*Problem Based Learning*) This is expected to improve student learning outcomes.
2. For teachers as input to be applied in efforts to improve student learning outcomes.
3. For schools as input and consideration to be applied to other subjects to increase student activity in learning and also schools can provide a basis for the use of methods and media.
4. For researchers as a guide to expand knowledge and will be applied during PBM.

Methods

This type of research is Classroom Action Research (PTK) which observes the teaching and learning process in the classroom. According to Sukarno (2008: 1) classroom action research is a systematic study of efforts to improve the implementation of educational practices by a group of teachers by carrying out actions in learning. Suharsimi Arikunto (2006: 96), class action research which is an examination of learning activities in the form of actions that are deliberately created and occur in a class together. These actions are given by the teacher or with direction from the teacher which is carried out by the child. Furthermore, Wardhani, et al (2007: 4) stated that Classroom Action Research (PTK) is research carried out by the class teacher himself through self-reflection with the aim of improving his performance so that student learning outcomes increase. Research entitled "Efforts to Improve Learning Outcomes in Self-Introduction Material Through the PBL Learning Model (*Problem Based Learning*) In Class VII of MtS N 1 Seluma, is included in the type of descriptive

research with quantitative methods. In this connection, Suharsimi Arikunto (2006:96) states that research that is intended to investigate circumstances, conditions or other things that have been mentioned, the results of which are presented in the form of a research report is descriptive research. From the opinion above, the researcher carried out an action in the English learning process using the PBL Learning Model (*Problem Based Learning*) in an effort to improve learning outcomes in introduction myself material for Class VII at MtS N 1 Seluma.

Result

Action Planning Phase of Cycle I

In the planning stage in cycle I, the teacher prepares learning tools that will be used during the implementation of learning, such as compiling a syllabus, lesson plans, daily test questions, and observation sheets for teacher and student activities for each meeting in cycle I, namely for 2 meetings according to the learning model used.

Implementation Phase of Cycle I

This stage is the implementation of the lesson plan which has been designed using the PBL Learning Model (*Problem Based Learning*), with Basic Competency 3.2 Understand the purpose of text structure and linguistic elements of spoken and written texts for self-introduction, very short and simple. The implementation of learning actions in class at each meeting is:

The first meeting

The first meeting in class VII was held on Wednesday 18 October 2023 at 08.50-10.10 WIB with allocation (2x40). In the first phase, within 10 minutes the teacher carries out preliminary actions by saying greetings. Next, the teacher and students pray before starting the lesson. The teacher checks students' readiness to take part in the learning process by asking about the students' condition, students' neatness, class neatness and taking students' attendance. The teacher conveys information on the basic competencies that students will achieve, namely: 3.2 Understand the purpose of text structure and linguistic elements of spoken and written texts for self-introduction, very short and simple. In the second phase, the teacher conveys the

learning objectives, namely: Students can collect information about self-introduction expressions.

In the third phase, within 30 minutes the teacher carries out an initial test to measure students' abilities before carrying out the PBL Learning Model (*Problem Based Learning*). By giving questions, namely completing a self-introduction expression text by determining the correct linguistic elements, such as: to be, pronoun and preposition. The fourth phase is 30 minutes of initial testing, students submit test results to the teacher. The teacher invites students to correct the students' initial test results together by shuffling the students' answer sheets. In the fifth phase, the teacher asks students to read out the results of their friends' initial tests which have been corrected by each student. Based on the results of the initial test that was presented previously, it can be seen that 1 person had a score of 37, 14 people had a score of 50, 3 people had a score of 75, 6 people had a score of 87, and 1 person had a score of 100. In the sixth phase, the teacher links the learning material that will be carried out with students' experiences with previous material, reminding students of the material, for example. In the seventh phase, the teacher enters the core learning activities.

The teacher develops students' thinking to carry out more meaningful learning activities by paying attention to the material that the teacher has recorded on the blackboard. Thus, by paying attention to and understanding the new knowledge and skills that will be possessed regarding the material of self-introduction expressions, to be, prepositions and pronouns. In the eighth phase, the teacher develops students' curious nature by raising questions about the material about introducing themselves, and providing examples related to expressions of self-introduction. In the ninth phase, in the last 10 minutes, the teacher asks students to summarize or summarize the learning that has taken place and reflect on the learning process related to mastery of the material, approaches and learning models used. Next, the teacher gives assignments to students and reminds students to study the material that will be discussed at the next meeting. And submit the learning plan at the next meeting. Finally, the teacher closed the lesson by saying hello.

Second meeting

The second meeting in class VII was held on Wednesday 25 October 2023 at 08.50 - 10.10 WIB with a time allocation (2x40 minutes). In the first phase, within 10 minutes the teacher carries out preliminary actions by saying hello. Next, the teacher and students pray before starting the lesson. The teacher checks the students' readiness to take part in the learning process, by means of greeting the teacher asks about the students' condition, students' neatness, class neatness and students' attendance. The teacher conveys information about the learning objectives that students will achieve, namely:

In the second phase, the teacher links the learning material that will be carried out with the students' experiences with the previous material, reminding them of the material, for example by asking questions. The third phase includes the core learning activities, namely: Students are given a stimulus or stimulation to focus their attention through orienting students to the problem by asking as a trigger question: "*what do you say when you meet someone at first time?*" the students answer "*Hello, good morning, how do you do? Allow me to introduce myself, my name is Anwar, I am from Makasar, I live on Jalan kepodang, precisely I live at number 15 Jalan KepodangMakasar.*" In the fourth phase, students observe the teaching material in the textbook and observe the video played on the projector regarding expressions of self-introduction. Then students are asked to name the action *introducing myself* orally based on the video. In the fifth phase, the teacher organizes students. Students are divided into several groups, consisting of five groups, each group consisting of (4 or 5 people). Students share tasks and roles in their groups. Then the participants in their groups are asked to understand the instructions contained in the worksheet and the teacher gives directions regarding the instructions for filling it out. In the sixth phase, students as a whole are asked to pay attention and observe the conversation presented by the teacher via video, after that students discuss with the group to determine the social function, structure of the text and linguistic elements of interpersonal interaction texts, *introduction myself*, based on the video they saw. In the seventh phase, the teacher asks students from each group to develop and present the results of their work with representatives from each group

presenting the results of the group discussions they have compiled.

By analyzing and evaluating the problem solving process, students between groups provide feedback to each other, while the teacher provides reinforcement or feedback on the students' work results. In the eighth phase, students are given independent assignment sheets to work on several questions contained in the worksheet. The teacher gives several questions in the form of incomplete text about expressions of self-introduction. Students are asked to determine the correct linguistic elements to fill in the incomplete text. The teacher gives 15 minutes to do the exercise. After 15 minutes the teacher asks the students whether the practice questions have been answered. When finished, continue with correcting the students' answers. After completing the correction of the students' test results, it was found that there were 19 students who got scores above the score minimum. Meanwhile, 7 students got scores below the score minimum. In the ninth phase, in the last 10 minutes, the teacher familiarizes the children with reflecting on each learning activity that has been carried out. Next, the teacher provides learning feedback by motivating students to study at home. Then the teacher closes the lesson by presenting the learning material which will be continued next week. And end with greeting.

Discussion

Observation Teacher Activity of Cycle I

Based on the table above, it can be seen that the teacher average at the first meeting reached an average of 2.15, and at the second meeting it increased to an average of 2.50. This was done in cycle I using the PBL Learning Model (*Problem Based Learning*) in the learning material, self-introduction expressions.

Observation of Student Activity

Based on the table above, it can be seen the average student activity in the learning material introduction myself or introducing yourself using the PBL Learning Model (*Problem Based Learning*) At the first meeting, student activity was seen with an average of 2.33, and at the second meeting the average was 2.83, this shows that at each meeting there was a good increase in student activity in the learning carried out in cycle I.

Reflection on Cycle I

Reflection in cycle I from the results of actions in learning shows that there is an increase in each lesson starting from the initial test results before learning is carried out using the PBL Learning Model (*Problem Based Learning*) with learning results only reaching classical completeness of 41%, this shows that previous learning was not complete, therefore the results of student understanding were seen to increase after the first cycle of PBL Learning Model learning was carried out (*Problem Based Learning*). Even though in terms of grades there are still students who are incomplete, learning outcomes show good improvement. In terms of completeness, this is shown by learning results reaching 70% classical completeness.

Action Planning Phase Action Cycle II

In the planning stage in cycle II, the teacher prepares learning tools that will be used during learning, such as syllabus, lesson plans, daily test questions. In cycle II, the teacher uses 2 meetings and is in accordance with the learning model used, namely the PBL Learning Model (*Problem Based Learning*).

Implementation Phase of Cycle II Actions

This stage is the implementation of the lesson plan which has been designed using the PBL Learning Model (*Problem Based Learning*). The implementation of learning actions in class at each meeting is the material in Basic Competency 4.2, namely "Compiling oral and written texts to pronounce and respond to self-introductions, very short and simple, paying attention to communicative goals, text structure and linguistic elements correctly and according to context. The implementation of learning actions in class at each meeting is:

Third meeting

The third meeting in class VII will be held on Wednesday 1 November 2023 at 08.50 – 10.10 WIB with a time allocation (2x40 minutes). In the first phase, within 10 minutes the teacher carries out preliminary actions by saying greetings. Next, the teacher and students pray before starting the lesson. The teacher checks students' readiness to take part in the learning process by asking about the students' condition, students' neatness, class neatness and

taking students' attendance. The teacher conveys information on the basic competencies that students will achieve, namely: 4.2 Compose oral and written texts to pronounce and respond to self-introductions, very short and simple, paying attention to communicative goals, text structure and linguistic elements correctly and according to context. In the second phase, the teacher enters the self-introduction expression material by determining the correct linguistic elements, such as: standard vocabulary and grammar, pronunciation, word stress and intonation, spelling and punctuation and handwriting.

In the third phase, the teacher gives examples of self-introduction expressions. After students understand enough about the teacher's explanation, the teacher provides exercises to make expressions about self-introduction in more detail. Teachers also accompany students and provide direction if students have difficulty doing the exercises.

In the fourth phase, the teacher asks students whether the exercise has been completed. If so, continue by correcting the students' answers. The teacher gives one of the students the opportunity to come forward and read the exercise they have done earlier in front of the class. After one of the students comes forward, the teacher pays attention to the student who reads the exercise in front of the class and invites other students to also pay attention to their friends.

In the fifth phase, the teacher and students again correct other exercises in turn. So it was found that there were 21 students who got scores above the score minimum. Meanwhile, 6 students got scores below the score minimum. In the sixth phase, in the last 10 minutes, the teacher familiarizes the children with reflecting on each learning activity that has been carried out. Next, the teacher provides learning feedback by motivating students to study at home. Then the teacher closes the lesson by presenting the learning material which will be continued next week. And ends with greetings.

Fourth meeting

The fourth meeting in class VII will be held on Wednesday 8 November 2023 at 08.50 - 10.10 WIB with a time allocation (2x40 minutes). In the first phase, within 10 minutes the teacher carries out preliminary actions by saying hello. Next, the teacher and students pray

before starting the lesson. The teacher checks the students' readiness to take part in the learning process, by means of greeting the teacher asks about the students' condition, students' neatness, class neatness and students' attendance. Teachers also check students' readiness to carry out daily tests. In the second phase, students carry out daily test I for 40 minutes (1 lesson hour). The daily test questions consist of 10 questions. Each question is given a score of 10. During the daily tests, the teacher supervises the students so that the class remains conducive and under control. Where students do not commit fraudulent acts such as cheating on friends, opening English books or student notes, and going in and out of class. In the third phase, students collect daily test results. Teachers carry out objective assessments of students' daily tests. Next, the teacher conveys the scores of the students' daily test results. In the fourth phase, the teacher provides learning feedback by motivating students to study at home. Then the teacher closes the lesson by presenting the learning material for the next week. And end with greetings.

Observation of Teacher Activity in Cycle II

Based on the table above, it can be seen that the average teacher activity at the third meeting reached an average of 3.00 and at the fourth meeting it increased to an average of 3.50. This was done in cycle II with the PBL Learning Model (*Problem Based Learning*) in the learning material, self-introduction expressions.

Observation of Student Activity in Cycle II

Based on the table above, it can be seen the average student activity in the introduction myself lesson or introducing yourself using the PBL Learning Model (*Problem Based Learning*) At the third meeting, student activity was seen with an average of 3.00 and at the fourth meeting it increased even more, reaching an average of 3.33. This shows that at each meeting there was a good increase in student activity in the learning carried out in cycle II.

Reflection on Cycle II

Reflection in cycle II of the results of actions in learning shows that there is an improvement in each lesson, in this case it can be seen from the learning results that there is an increase in students and also teacher activity so

that the increase in activity shown by students and teachers who are getting better has an influence on improving results. Student learning and student practice in learning self-introduction expression systems. In this case, the previous student learning outcomes in cycle I were 70%. In cycle II there was a good increase, namely 100%.

By using PBL model (*Problem Based Learning*), proven to have a good impact on students' understanding in learning English in the self-introduction material. It can be seen that students' completeness in learning has reached 90%, this shows success in implementing the PBL Learning Model method (*Problem Based Learning*) in learning.

Conclusion

Based on the analysis and interpretation of data carried out previously, it can be concluded that there has been an increase in student learning outcomes after learning was carried out using the PBL Learning Model (*Problem Based Learning*). As students' understanding has increased from before PTK was implemented, that is, classical completeness only reached 41% classical completeness, but after it was implemented in cycle I using the PBL Learning Model (*Problem Based Learning*) increased to 70%, then classical completion increased again in cycle II, namely 100% or it could be said that learning was complete with all students able to achieve the predetermined KKM score, namely 65. Based on the results above, it can be concluded that student learning outcomes increased after learning was held using the PBL Learning Model (*Problem Based Learning*), where students experience increased learning outcomes from the teacher's actions in cycle I until they reach overall completion in cycle II.

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