

The Effect of Problem Solving Learning Models to Improve Learning Outcomes of History

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Abstract: Learning is essentially a process of interaction between students and their environment, resulting in a change in behavior for the better. The results of observations made at Nusalaut Central Maluku Christian High School in history subjects, it is known that the cognitive learning outcomes of students are still low. One learning model that can train students in overcoming these problems is to apply the problem solving model. This study aims to improve history learning outcomes through a problem solving model in class XI students for the 2022/2023 academic year. The subjects of this class action research were 30 students in class XI as the recipients of the action, while the subjects of the action were the history teacher as the teacher, colleagues as the subjects observing the learning process, and the school principal as the data source subject. Methods of data collection are done through test techniques, observation and documentation. This action research was conducted in two cycles, each cycle consisting of planning, action, observation and reflection. The results of this study indicate that the use of problem solving learning models can improve the history learning outcomes of class XI SMA Kristen Nusalaut. This can be seen from the average value of student history learning outcomes which also increased, namely before the action of 70.93 in the first cycle of 77.85 and in the second cycle of 85.46. In addition, the percentage of student learning completeness, namely before the action was 66.67%, in cycle I was 73.33% and in cycle II was 93.33%.

Abstrak: Pembelajaran pada hakikatnya merupakan proses interaksi antara peserta didik dengan lingkungannya, sehingga terjadi perubahan perilaku ke arah yang lebih baik. Hasil observasi yang telah dilakukan di SMA Kristen Nusalaut Maluku tengah pada mata pelajaran sejarah, diketahui bahwa hasil belajar kognitif pada peserta didik masih rendah. Salah satu model pembelajaran yang mampu melatih peserta didik dalam mengatasi permasalahan tersebut adalah dengan menerapkan model problem solving. Penelitian ini bertujuan untuk meningkatkan hasil belajar sejarah melalui model problem solving pada siswa kelas XI tahun ajaran 2022/2023. Subjek penelitian tindakan kelas ini adalah siswa kelas XI sebanyak 30 siswa sebagai subjek penerima tindakan, sedangkan untuk subjek pelaku tindakan adalah guru sejarah selaku guru, teman sejawat selaku subjek yang melakukan observasi proses pembelajaran, Kepala Sekolah selaku subjek sumber data. Metode pengumpulan data dilakukan melalui teknik tes, observasi dan dokumentasi. Penelitian tindakan ini dilakukan dalam dua siklus, tiap-tiap siklus terdiri dari: perencanaan, tindakan, pengamatan dan refleksi. Hasil penelitian ini menunjukkan bahwa penggunaan model pembelajaran problem solving dapat meningkatkan hasil belajar sejarah siswa kelas XI SMA Kristen Nusalaut. Hal ini dapat dilihat dari nilai rata-rata hasil belajar sejarah siswa juga mengalami peningkatan yaitu sebelum tindakan sebesar 70.93 pada siklus I sebesar 77.85 dan pada siklus II sebesar 85.46. Selain itu, presentase ketuntasan belajar siswa, yaitu sebelum tindakan sebesar 66.67%, pada siklus I sebesar 73.33% dan pada siklus II sebesar 93.33%.



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INTRODUCTION

Education is an important aspect of human life. The dynamics of education refers to changes and developments that occur in the education system over time. Therefore innovation in the field of education must always be carried out to improve the quality of education (Pattiasina & Sopacua, 2022). High-quality education will be able to increase human dignity (Matitaputty & Sopacua, 2023). These changes may involve various aspects, such as curriculum, learning models, teaching methods, technology, and educational policies.

Learning activities are the most important activities in the overall effort to improve the quality of education (Sopacua et al., 2020). This is because, through good learning activities, educational goals will be achieved, namely in the form of changes in student behavior (Wijayanti1 & Wulandari, 2016). Classroom learning activities are the core of education implementation which is characterized by the existence of classroom management activities, the use of media, learning resources, the use of learning methods and models (Suprihatin, 2021). The learning process is not only teacher-centered but must be able to bring out student involvement.

History as a learning subject has an important role in shaping students' understanding of the past, as well as understanding its implications and influences in the present. Learning history is a combination of learning and teaching activities to study past events that are closely related to the present (Sayono, 2013). In essence, studying history is not only studying the past but also providing education to be able to relate past life which is used as a guide for future life (Agung, 2021).

But the reality is that today's problems, history subjects are considered by some students to be unimportant because they are only dealing with the past. Some of the problems that are often encountered in learning history generally seem to utilize historical facts as the main material. This is as conveyed by Hasan that learning history has been dwarfed into lessons about year numbers, names of actors, and the course of historical events (Hasan, 2012). So it is not

strange if learning history feels dry and does not allow students to learn to explore the meaning of a historical event. Besides that, according to (Basri, 2021) the problems of learning history are: (1) there are still many educators who use conventional paradigms, (2) the low level of imagination is because educators only focus on cognitive learning objectives.

Learning history has an important role for students, in addition to developing abilities in the cognitive domain, learning history is also to build attitudes, national spirit, and national identity (Wijayasari et al., 2020). This makes the position of history lessons no less important to learn from other subjects. However, teaching history that focuses only on factual understanding and memorization is often inadequate for developing students' critical thinking and problem solving (Utami, 2019). This is where the problem solving learning model becomes relevant and useful.

The same phenomenon also occurred at the Nusalaut Central Maluku Christian High School. Based on observations on May 7, 2022, when the history learning activities were taking place, it was seen that the majority of students were not yet active in learning. This can be seen from student participation during the learning process, where the majority were still low. For example, when the teacher asked a question, only a few students dared to answer. Even when the teacher asked students to ask questions, no students dared to ask. The results of an interview with one of the history teachers also showed that on average the teachers used conventional models and methods, namely lectures, so the models used in learning did not vary. Continuous learning without innovative learning models certainly makes history learning monotonous and ultimately has a boring effect on students, especially if history lessons are in the last hour. Bored students eventually fall asleep or choose to chat with their friends without paying attention to the material presented by the teacher. This is relevant to what Sopacua said that the learning process which tends to be teacher-centered makes students passive, students only memorize concepts and are less able to use these concepts if they encounter problems in real life.

In an era of education that continues to develop, learning models are the main key to improving student learning outcomes. The statement above is reinforced by the opinion of the Rusman which says that the level of success of students in mastering a subject is not optimal, it can be caused by several factors, one of which is the use of the learning model used by the teacher is not appropriate and does not facilitate the diversity of material (Rusman, 2010). Mattitaputty and sopacua also stated that choosing the right learning model can help students become active and able to work together in history learning activities (Matitaputty & Sopacua, 2023). The learning model is a conceptual framework and a systematic procedure for classifying learning experiences to achieve the objectives of a particular lesson and serves as a guide for teaching designers and teachers in carrying out teaching and learning activities (Rusman, 2012). Another opinion was also expressed by Monika and Adman La that the learning model is a plan or a pattern that is used as a guide in planning classroom learning or tutorials and for determining learning tools including references to books, computers, films, curricula, and other (Monika & Adman, 2017).

Therefore, the author intends to provide solutions by changing the learning situation by varying learning models that can stimulate student interest and attention, namely by using innovative, creative, and effective learning models, which can improve student learning outcomes, including by applying problem solving learning models.

Problem Solving is a learning model that focuses on teaching and problem solving skills followed by strengthening skills (Pramuditya & Azzumar, 2022). The Problem Solving learning model used by educators encourages students to seek, find and solve problems independently (Suharyat et al., 2022). The way to implement problem solving activities is based on accurate data and information to get a conclusion (Wijayanti1 & Wulandari, 2016). By learning problem solving students will find it easier to remember an event and be able to relate the knowledge they have in long-term memory (Bayuningsih et al., 2017).

Problem solving is learning that trains skills in the analysis process. According to

(Marzuki et al., 2020) that problem solving will equip students with process skills that involve critical analysis of a problem, meaning that in problem solving activities there are steps such as formulating, analyzing to formulating hypotheses and problem solving recommendations. So that from a series of activities in solving problems directly it will train students to carry out analysis, provide opinions as well as solutions to problems that occur (Asyafah, 2019) This model not only teaches students about historical knowledge, but also trains them to develop critical and analytical skills that are indispensable in understanding and applying historical concepts.

The application of the problem solving learning model in teaching history allows students to be actively involved in the learning process. They are given the opportunity to analyze various sources of information, solve complex historical problems, and formulate arguments based on available evidence (Munira & Safitri, 2018). Thus, students not only learn historical facts, but also learn to think critically, connect historical concepts with real contexts, and make decisions based on deep understanding.

The use of problem solving learning models in history learning can also motivate students to learn actively. They become more involved and enthusiastic in the learning process, because they see the relevance and significance of what they are learning. In solving historical problems, students are also invited to work in groups, collaborate, and communicate their ideas. This not only improves students' social skills, but also helps them develop a more comprehensive understanding through discussion and exchange of information.

Based on the background and explanation regarding the importance of the ability to use learning models in supporting learning activities, the authors are interested in conducting research with the aim of knowing the Effect of Problem Solving Learning Models to improve history learning outcomes.

METHODS

This study uses the Classroom Action Research (CAR) method or commonly referred to as (classroom action research).

This is because classroom action research can offer approaches and procedures that have a direct impact on improving and increasing teacher professionalism in managing the learning process in the classroom. This research was conducted at Ameth Nusalaut Christian High School, Central Maluku Regency. The subjects of this class action research were 30 students of class XI Social Studies semester 2 consisting of 16 male students and 14 female students as the subject of receiving the action, while the subjects of the action were the history teacher of class XI as the teacher, colleagues as the subject who observing the learning process, the principal as the subject of the data source. Methods of data collection are done through test techniques, observation, and documentation. Data collection techniques used are Tests, observations, and documentation. The test method was used to obtain data about student history learning outcomes before the research, during the research, and after the research was carried out. The observation used is systematic observation, namely observations made by observers using guidelines as an observation instrument. The instruments used in this study were: observation sheets, tests, and documentation. The observation sheet is used by researchers as a guide for making observations or observations to obtain accurate data in observations. Observation sheets are also used to monitor and evaluate every action so that observation activities are inseparable from the context of the problem and research objectives. The test is used to see how much the student's mastery of historical concepts is related to the material being taught. The test results were analyzed to determine mastery of historical material after the problem solving learning model was used. The indicator of success in this study was if the average student test score was at least 80.0 and there were many students with scores above the KKM limit, namely ≥ 75.0 , achieving $\geq 90\%$.

RESULTS AND DISCUSSION

Based on the pre-cycle learning outcomes of 30 students who achieved the minimum completeness criteria (KKM) score of 75 by 10 students (33.33%) and students who did not achieve the minimum completeness criterion

score (KKM) of 20 students (66.67%) with grades class average of 70.93. The teacher only applies the lecture model and students are only told to listen and record what is needed. These results can be displayed in the following graph.

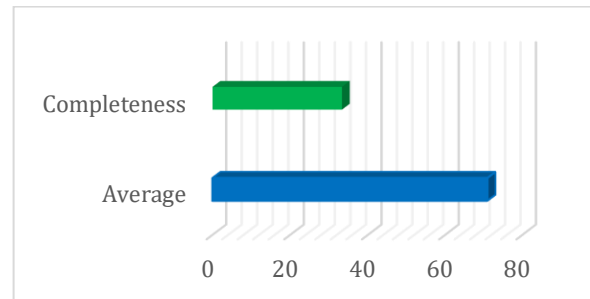


Figure 1. Pre-cycle Student Learning Outcomes

Learning is carried out with the guidelines of the Learning Implementation Plan for 2 meetings (2 x 80 minutes). The Basic Competencies delivered in cycle I are the material for the struggle of national movement organizations. After the perception step, it is continued with the delivery of material with a problem solving type learning model.

The problem solving type learning model is implemented using the following steps: (1) The introduction contains the activities of the teacher greeting, conditioning the class, and checking student attendance. The teacher conveys the learning objectives to be achieved and motivates learning; (2) The core activities regarding the implementation of problem-solving cooperative learning model activities are as follows: The teacher divides students into 5 heterogeneous groups and also test scores as the basis for determining groups. The teacher determines the subject matter and draws lots for each group to find information according to the problem given. Each group discusses the problem and collects information according to their duties. Each group collects the results of the discussion in the form of a report. The teacher also provides opportunities for students to express opinions or experiences related to the material being discussed. The teacher appoints one of the groups to present the results of their discussion and alternately each group presents the results of their discussion in front of the class with an explanation of the problem that was solved

with the group; (3) In the closing activity the teacher facilitates students in making summaries, directing and giving affirmations and conclusions on the material for the struggle of national movement organizations. The teacher gives quizzes to students individually and gives awards to groups based on the acquisition of individual learning outcomes from the basic score to the next quiz score. The teacher tells the next meeting material to the students and closes the lesson by praying. The observation results show that the teacher has carried out the learning activities quite well, namely the teacher teaches with clear directions and goals. However, when the teacher delivered the material using the problem solving type cooperative learning model, some students seemed to still pay less attention, and were active on their own. In addition, not all groups can discuss well. Based on the results of the evaluation in the first cycle showed an increase in student learning outcomes. The average student learning outcomes in cycle I was 77.85, 22 students (73.33%) achieved the KKM score, and 8 students (26.67%) did not achieve the KKM score.

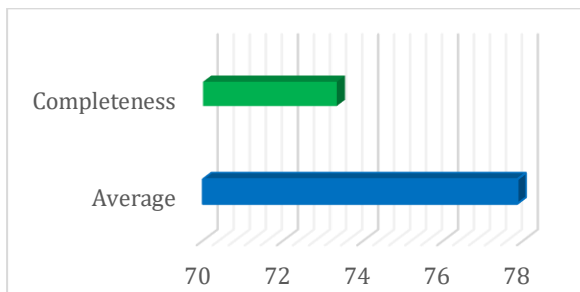


Figure 2. Cycle I Student Learning Outcomes

The success achieved after cycle I was only for some students who showed increased participation while other students were still passive. Reflection on the factors that cause the lack of student participation are: (1) Some students have not been able to follow the learning steps of the Problem Solving cooperative learning model; (2) There is no optimal discussion involvement; (3) Only certain students can understand the material and find solutions to the problems given to each group.

In the implementation of this second cycle, learning activities are carried out with the following process. (1) The teacher briefly

repeats the material that has been presented then continues the new material with the Problem solving type cooperative learning model as in cycle I, but students are divided into 6 groups with material on the process of strengthening national identity (2) The teacher provides practice questions with cooperative learning model problem solving type; the next steps as in cycle I; The teacher gives posttest and homework. Based on the observation activities, in general, it was obtained an overview of the implementation of the second cycle of action, there was an increase in student learning outcomes. In this meeting many students were able to answer the questions given correctly and well. Some students were active in asking questions and expressing their ideas. Students can also understand the material that has been taught, this can be seen from the way students solve the questions. Based on the results of the evaluation in cycle II showed an increase in student learning outcomes. The average student achievement in cycle II was 85.46 as many as 28 students (93.33%) achieved the KKM score, and as many as 2 students (6.67%) did not achieve the KKM score. These results can be displayed in the following graph.

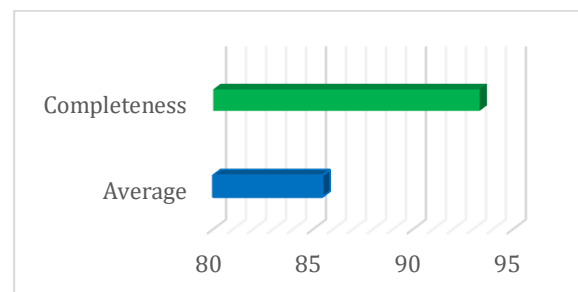


Figure 3. Cycle II Student Learning Outcomes

Some students showed their participation increased from cycle II. The success achieved after cycle II has met the success indicators of this research, so that this action is not continued and stopped in cycle II. Based on the processing and analysis of the data above, an interpretation is obtained that the application of the problem solving cooperative learning model to improving student learning outcomes indicates that there is an increase in student learning outcomes prior to cycle I, and from cycle I to cycle II. There was an increase in student learning outcomes as an effect of increasing

social skills and student independence, namely the attention of students in the learning process, cooperation in each group pair and independence in working on questions.

This can be seen from the research results from the first cycle to the second cycle which can be summarized as shown in the table as follows: The results of the evaluation analysis carried out in each cycle obtained an increase in student learning outcomes. This can be seen in the average value of students and the percentage of completeness student learning outcomes in each cycle that has increased.

From the data above, it can be concluded that students' history learning achievement by applying the problem solving cooperative learning model in each round has increased, namely: (1) Before the action is taken, the average value of student learning outcomes is 70.93 while the percentage of completeness is 33.33%; (2) After the action was taken in cycle I, the average score of students' history learning outcomes increased, namely 77.85 with a completeness percentage of 73.33%, but had not reached the expected indicators; (3) In cycle II, the value of student learning outcomes increased to 85.46 with a completeness percentage of 93.33% and had reached the expected indicators, this classroom action research was successful.

CONCLUSION

From the data above, it can be concluded that students' history learning achievement by applying the problem solving cooperative learning model in each round has increased, namely: (1) Before the action is taken, the average value of student learning outcomes is 70.93 while the percentage of completeness is 33.33%; (2) After the action was taken in cycle I, the average score of students' history learning outcomes increased, namely 77.85 with a completeness percentage of 73.33%, but had not reached the expected indicators; (3) In cycle II, the value of student learning outcomes increased to 85.46 with a completeness percentage of 93.33% and had reached the expected indicators, this classroom action research was successful.

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