

IMPLEMENTATION OF PROBLEM-BASED INSTRUCTION LEARNING MODEL USING MEDIA KOTAK DAN KARTU MISTERI TO IMPROVE STUDENT LEARNING OUTCOMES

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Abstract : Implementation Of Problem-Based Instruction Learning Model Using Media Kotak Dan Kartu Misteri To Improve Student Learning Outcomes. The purpose of this research is to improve the quality of natural science learning through Problem-Based Instruction learning model using Kotak dan Kartu Misteri (KOKAMI) media in fourth students of SD Negeri Dukuh 01 Salatiga. The subjects of this research are 37 fourth grade students of SD Negeri Dukuh 01 Salatiga. The collecting data techniques used were test and non-test. Data analysis techniques used were quantitative and qualitative analysis. The result of the research in the first cycle was the natural science learning outcomes of 27 students or 73% have reached the score limit and the natural science learning outcomes of 10 students or 27% have not reached the score limit yet. In the second cycle, the learning outcomes of 37 students or 100% have reached the score limit and none of the student got score below the limit.

Keywords : Problem-Based Instruction, Kotak dan Kartu Misteri, Learning Outcomes and Natural Science

INTRODUCTION

There are many critics leveled at the way teachers teach that too much emphasis on the mastery of a number of material or concepts. Stacking information or concepts to the students are considered to be less helpful if it is communicated by the teachers to the students through a one-way communication like pouring water into a glass (Rampengan 1993: 1). It is strange that teacher expect students to learn yet seldom teach them about learning also expect they to solve problems yet seldom teach them about problem solving. It means that in teaching, teachers sometimes requires students to learn and rarely give lessons on how they learn, teachers also require them to solve problems, but rarely taught how they should solve the problem. In reality, the facts found still less in accordance with the expectations. Based on the observation result, interviews, and documentation conducted by the

researcher with the homeroom teacher and fourth grade students of SD Negeri Dukuh 01 Salatiga about the learning process specifically in natural science subject, there was information that the student natural science learning outcomes tend to be low. The student natural science learning outcome tends to be low occurs due to several causes, for instance: (1) the demands of a lot of subject learning and limited time allocation, make the teacher more concerned pursuing the material than how to explain or give understanding of the concept to the students well (2) The learning activities that are still traditional by placing the teacher as a source of learning makes the students become uninterested in following it. (3) The teachers used less media learning, this was because they did not know the benefits gained of using media in the implementation of the learning process. Based on the descriptions of the problems, the researcher decided to find

a way to resolve it by conducting an observation that aims to improve student learning outcomes especially in natural science. The researcher defined an alternative action that not only aims to improve the learning outcomes quality but also to train the students to learn independently in solving a problem, motivating students to take an active role in the learning process and also enhance their creativity. The researcher used a learning model, the model is Problem-Based Instruction using media Kotak dan Kartu Misteri (KOKAMI). They help the students to develop thinking skills, problem solving, and intellectual ability through game activities that made learning activity more interesting.

METHOD

This research type is collaboration classroom action research, According to Suharsimi Arikunto (2006) classroom action research is an effort to observe the learning activities of the group of learners by providing an act that deliberately raised. The action is done by teachers together with the students under the guidance and direction of teachers, with a goal to improve the quality of learning. The improvement effort that researcher choose is focusing on cognitive learning outcomes with learning model Problem-Based Instruction learning model using media KOKAMI (Kotak dan Kartu Misteri).

The subject of this research is fourth grade students of SD Negeri Dukuh 01 Salatiga that consist of 37 students. This research conducted in second semester of 2017. The procedure of this research based on classroom action research, this research conducted in two cycles with two meeting in each

cycle. There are four stages in each cycle i.e. (a) planning, (b) action implementation, (c) observation, (d) reflection.

Data collection techniques used by researchers are a test technique, observation and documentation. By using these techniques, the researchers obtained the descriptions needed in the study. The data analysis used is quantitative and qualitative. According to Naniek Sulistya Wardhani, et al (2012: 337) quantitative research is the research of items based on the empirical data from the items concerned. Data analysis is done after the data collected to determine the success rate of corrective action that has been implemented. Quantitative data analysis is taken based on the learning result in the form of evaluation test or formative test which is processed to find the highest score, the lowest score, the average score obtained by all students, and the percentage of the students' learning achievement at each end of the cycle. While qualitative analysis carried out based on the rules of writing questions (written tests, deeds, and attitudes). Qualitative analysis can be used with moderator techniques. Moderator technique is a discussion technique in which there is one person as mediator. Based on this technique, it can be discussed together with some experts such as teachers who teach materials or the material experts. This technique is very good because it is viewed together based on the rules of writing and can comment or improve based on the knowledge it has. Each comment can be written as a note.

DISCUSSION

Based on the observation of SD Negeri Dukuh 01 fourth grade students' learning outcomes, many students are less active in following the learning process, especially on natural science subject. It has an impact on the acquisition score of students' first semester midterms. The initial conditions before the research can be seen from the results of natural science students' learning outcomes on first semester midterm. The percentage of students' learning outcomes that have been completed according to the specified score limit or *Kriteria Ketuntasan Minimum (KKM)* which has been determined > 70 . The 20 students or as many as 54 % has reached the score limit and 17 as many as 46 % has not reached it yet.

In the learning activity of cycle one, students have experienced improvement in natural science learning in terms of reach the determined score limit > 70 . There are 27 students or as many as 73% has reached the determined score limit while 10 student or as many as 27% has not reached it yet.

In the leaning activity of cycle two, students have experienced improvement in learning in natural science learning in terms of reach the determined score limit > 70 . 37 students or as much as 100% has reached the score limit.

Natural science student learning outcomes that are known from observations in pre-cycle show that the number of students who achieved the score limit are 20 students or as much as 54%. After learning by using Problem-Based Instruction using *Kotak danKartuMisteri (KOKAMI)* showed an increase. In cycle one showed that the

students who achieved the score limit were 27 students or as much as 73%. After making reflection and improvement effort in cycle two, students who reach score limit were 37 students or as much as 100%. The implementation of Problem-Based Instruction using *Kotak danKartuMisteri (KOKAMI)* has an impact on the learning process and students. Changes in students include students were they became more active, a lot of discussion, dare to express opinions and make presentations. In the learning process, this activity becomes more interesting and fun. Based on the research conducted in two cycle the researcher found out that the learning process using Problem-Based Instruction combined with *KOKAMI (Kotak danKartuMisteri)* would went well if it has learning syntax consist of opening activity, main activity and closing activity. Other than that, the students are expected to be actively involved in discussion and solving the problem while the researcher as a teacher has a role as a facilitator. Beyond the practice performed according to the theory described in the previous chapter, learning process using Problem-Based Instruction combined with *KOKAMI (Kotak danKartuMisteri)* will be better if there are supporting media such as, concept map, a natural resources picture, slide show, audio-visual aids etc.

CONCLUSION

Based on research, Problem-Based Instruction learning model using *KOKAMI (Kotak danKartuMisteri)* learning media can improve science learning outcomes of fourth grade student of SD NegeriDukuh 01 in second semester 2017.

Based on research, Problem-Based Instruction learning model using KOKAMI (Kotak danKartuMisteri) learning media can improve science learning outcomes of fourth grade student of SD NegeriDukuh 01 in second semester 2017. So that, the researcher give recommendations: (1) School should support the development of a problem-based instruction model by providing interesting tools and learning media to help students understand the lesson (2) Teachers especially in this school, instead of using traditional teaching method it would be better if they delivering the natural science materials using an interesting and engaging model, method or media, one learning model that can be used is Problem-Based Instruction using media Kotak danKartuMisteri (KOKAMI) because it can improve students learning outcomes. (3) The results of this study are expected to be used as a reference for conducting similar studies in different learning subject. The things that can do for the improvement is the researcher did not have a chance for the students creating a learning project to help them understand the knowledge for their long-term memories so for the next researcher this idea can be an option to do in the future.

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