

An Effort to Increase the Learning Activeness of Class VIII B Students in IPS Subjects with the Problem Solving Method at SMP Pemda 2 Kesugihan

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ABSTRACT

The low learning activity of students with social subjects at SMP Pemda 2 Kesugihan, shows a lack of enthusiasm in participating in learning, students tend to be passive during the learning process and during the delivery of learning takes place when delivering learning material the teacher applies more conventional methods or by lecturing methods, while students listen more so that the atmosphere of learning in class becomes rigid and less interesting. The object of this research is class VIII B students with a total of 31 students. The purpose of this study was to increase student activeness in ips class VIII B. This type of research uses class action research (PTK) this research is included in the type of qualitative research in the form of PTK the method is used to overcome existing problems in the classroom. In this study using 2 cycles, the results of student activity in SMP Pemda 2 Kesugihan class VIII B with social studies subjects with population dynamics material there is an increase from cycle I and cycle II with a total of 31 students with the category of cycle I meeting 1 with an average of 56.68% with a sufficient category while with cycle I meeting 2 with an average of 71.66% with a good category and in cycle II meeting I with an average of 75 with a good category and cycle II meeting 2 with an average of 83.34 with a good category. Based on the analysis of research data, the use of the Problem Solving method is said to be successful in increasing student learning activities in class VIII B SMP Pemda 2 Kesugihan.

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1. INTRODUCTION

Education is an important foundation important in progress of the nation, with the existence of education being a nation achieving progress in educate life of the nation. To achieve the expected goals of education which in general and the achievement of learning objectives in independent learning.

Learning is one of the most important and influential things in human life to develop potential and character, so learning is prioritized and must be instilled from an early age to the upper age.

According to Nugroho (2018) children's learning is meaningful if the learning process can be fun and students are active in learning or with student-centered learning, it will provide a meaningful learning experience for students.

A good teacher is one who succeeds in teaching, able to prepare students to achieve goals which have been formulated in the curriculum. To bring students to achieve these goals, each teacher needs to have various abilities or professional qualities. Professional teachers are able to carry out educational tasks to develop the thinking personality of students and train to develop students' skills. One of the one of the problems that is faced by world education in Indonesia is weak learning, it is evident that in the learning process students are less encouraged to develop their ability to think. Students are only as objects and there is no. The learning process in the classroom is more more directed to students' ability to memorize information. Students are forced to remember and accumulate information without being required to be able to emphasize the information based on the process their own discoveries.

To overcome this, it is necessary a learning method that is interesting and can encourage students' interest in learning. find an answer or solve a problem to deduce relevant material. Social Science (IPS) Social studies is one of the lessons given from elementary school and junior high school. Social studies examines a set of events, facts, concepts, and generalizations related to social issues. Social studies subjects at the level of elementary school (SD) and junior high school (SMP) contains material Geography, History, Sociology and Economics. Interesting and innovative learning activities are intended as an effort to improve understanding of the material in all subjects in general and in social studies subjects in particular.

The condition of the social studies learning process turns out that a few students have difficulty in following the subject because the method or learning model chosen and used by the teacher is felt to be inappropriate, thus the independence of students in learning is less trained and the learning process will take place in a rigid manner so that the learning process will take place less supportive of learners' knowledge and skills. The selection of learning modes and methods that are in accordance with curriculum objectives and learner potential is a basic ability and skill that must be possessed by teachers.

This is based on the assumption that the accuracy of teachers in choosing learning models and methods will affect the success and learning outcomes of students, because the learning models and methods used by teachers affect the quality of learning. quality the learning process that is carried out.

The social studies learning process is still colored by an emphasis on the knowledge aspect. There is still little that refers to the involvement of students in the learning process itself, social studies learning does not stimulate students to be actively involved in the teaching and learning process.

This condition is also found in social studies learning, namely learning only emphasizes the cognitive aspect alone.

It does not involve students so that students are less independent in learning and even tend to be passive (in the classroom students are silent, listen and note) so that learning that does not involve students is already patterned by itself.

The use of the lecture method in learning social studies is still widely used by teachers. In this method students tend to be passive because in learning knowledge is mostly obtained from the teacher, students are not given the opportunity to build their own knowledge, students are only as listeners. This is in accordance with the observation interview with the teacher of SMP Pemda 2 Kesugihan. This is what causes students to tend to be passive. unable to understand social studies subject matter and learning seems boring, because of that students are busy playing and chatting by themselves.

Revealed according to Shoimin (2017) the Problem Solving method is a learning centered on teaching and skills. Solving problem which followed by skills reinforcement.

2. RESEARCH METHOD

This research is a class action research or PTK. This method is used to improve and improve the quality of learning in the classroom. According to Bahri (2012: 8) classroom action research is an activity in which observing events in the classroom to improve practices in learning to improve quality in the process so that learning outcomes become better. The research was conducted in collaboration with the class teacher where the class teacher collaborated with the model teacher and observation I filled in the student activity observation sheet and observer II filled in the teacher activity observation sheet. subjects used were students in class VIII B SMP Pemda 2 Kesugihan with a total of 31 students consisting of 16 male students and 15 female students.

The Classroom Action Research used in this study is a classroom action research design from Kemmis and Mc Taggart. The model proposed by Kemmis and Mc Taggart (Arikunto, 2012, p. 105) that the classroom action research model is a spiral form. The stages of action research in a cycle include four stages, namely the stages of planning, acting, observing, and reflecting. This cycle continues and will be stopped if student success has reached the maximum score. Maximum (success criteria).

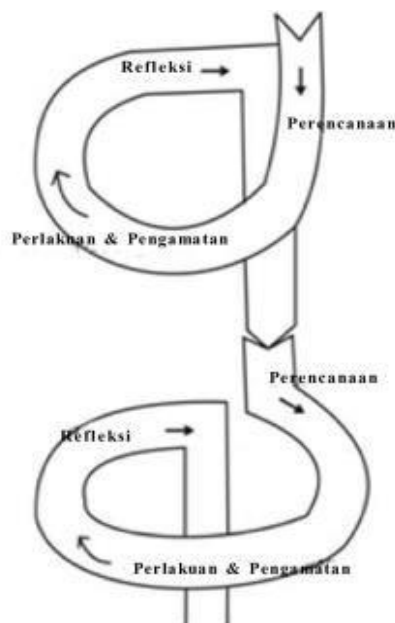


Figure 1.1 Spiral cycle of Participatory Action Research (Kemmis & Taggart, 2007: 278 in Rima, 2014)

Description:

1. Problem identification. Problem identification is carried out through a discussion process where the research participation group can raise several issues of mutual concern and interest.
2. Planning Action. Planning Action planning is carried out by the researcher and the participatory group in an effort to design an action that can provide improvements and changes to their problems.
3. Implementation Action. Implementation of actions where the steps of an improvement plan or change can be applied or carried out in observation of the process and results of the action, reflection is carried out in the action of improvement or change.
4. Reflection and evaluation where the results of observations of the process and results of the action are obtained then carried out reflection to conduct research and re-planning.

Data Collection Techniques and Tools

For data collection in the study, several data collection methods were used, namely tests, observation and documentation. Analysis of learning outcomes. Analysis to determine the improvement of student learning outcomes is determined by the completeness of student learning individually and classically (classically) it is seen from the written test scores obtained from the results of student tests from the learning cycle. The minimum mastery improvement criteria of the lesson were used in the study:

- a) By individually (individual); students are considered to have completed learning if they get > 78
- b) In groups (classical): students are considered to have completed learning if of the number of students get a score > 78. Using the formula

$$\text{requirements} = \frac{\sum \text{students who completed}}{\sum \text{all students}} \times 100 \% \text{ learning}$$

After the score is obtained, the score can be transferred into a kaulitative form to provide comments on the quality of the students' learning outcomes based on table 1.1.

Table 1.1 social studies learning outcomes of students in class VIIIB at SMP Pemda 2 Kesugihan Kab. Cilacap

Range nilia	category	frequency	Percentage
85-100	Very both		
75-84	Good		

65-74	Simply		
55-64	Less		
<55	Snagat less		
Total			

Can be calculated based on the formula:

$$P = F/N \times 100$$

Description:

P : percentage of teacher action achievement

F : number of students

N : total number of students

Data on the results of students' activities in participating in the learning process activities are translated using qualitative as in the table above as follows:

Table 1.2 learning activity qualifications

Activities	Qualification
85%-100%	Very good (SB)
70%-84%	Good (B)
55%-69%	Fair (C)
45%-54%	Less (K)
0%-44%	Very Poor (SK)

Qualitative data was obtained from the use of activity observation sheets and student and teacher responses during the learning process.

Indicators of Success

Classroom action research is intended to improve student learning outcomes where the results of research. This action is characterized by an increase in student learning outcomes towards a better direction. This research can be determined every learning process above the levels to determine the success of this class action research which determines the success indicators of the researcher.

- the test scores of individual students' results have covered the KKM, which is > 78.
- teacher activities in carrying out the learning process through the problem solving method increase at least with a good category.

3. RESULTS AND DISCUSSION

Results

The cycle

Social studies learning in class VIIIB SMP Pemda 2 Kesugihan in the learning process students tend to be less actively involved in learning where learning activities are taking place often talking with their classmates. If the teacher gives a question, students do not have the courage to answer individually and students will answer together. Learners will only answer questions when appointed by the teacher.

When the teacher gives students the opportunity to ask questions or express opinions about the material that has been delivered, students tend to whisper with their classmates and even most of them are just silent. In addition, in the learning process the learning media used by teachers is less varied due to the limited learning

media owned by the school. Besides the less varied learning media, the methods used in the learning process tend to use the lecture method because by using this method it is considered that students will more easily accept the material to be conveyed.

Social studies learning outcomes of students in class VIII B SMP Pemda 2 Kesugihan there are still many students who have difficulty in learning social studies, this condition is reflected not only from the learning outcomes of students but also the learning process. While in the analysis of the value of daily test results showed the learning outcomes of social studies, especially on the material Population Dynamics participants are still relatively low. Learners in the initial condition or pre-action can be seen in table 1.3

Description	Results Learn	Description
Average value	22,58%	
Completed	32,22%	
Not complete	48,38%	
Value highest	78	
Value lowest	40	

The class average obtained is 48.38% of students get scores according to the standard KKM criteria. Which has been set by the school 78, there are only 10 students or 32.22% of students who get less than the KKM standard of 21 students or 48.38%.

Cycle I

Observation of Action I

Observation is carried out in the learning process by using two observation sheets, namely an observation sheet for the activeness of students in the learning process by using the problem solving method where the results of observations are made by observers of research activities as teachers and student activities as well as the results of the study.

Student learning can be described, namely data analysis is used to analyze the results of observations counted YES is 1 while NO is 0.

The scores obtained from each indicator are summed up and the result is called the total score.

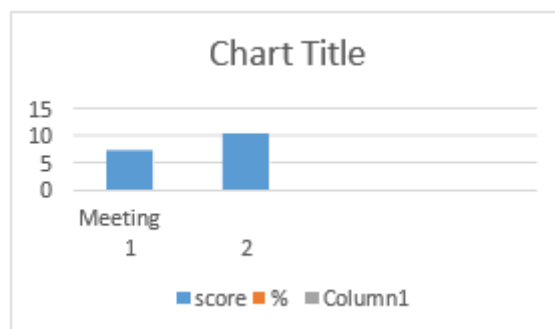
Percentage = acquisition score / maximum score x 100%

From the results of this percentage, it can be seen that the criteria for the success rate of action have been carried out in the first meeting, the number obtained is 7 maximum scores of 12, so the percentage is $7/12 \times 100\% = 58.33\%$ with the designation Less (K) while in the second percentage, namely $10/12 \times 100\% = 83.33\%$ Good category (B).

Table 1.4 teacher activities in carrying out the learning process in cycle I meeting 1 and meeting 2

No	Cycle Meeting n	Skor	%	Qualification
1	Meeting n 1	7	58,33 %	Less (K)
2	Meeting n 2	10	83,33 %	Good (B)

For more clarity on teacher activities in carrying out the learning process in cycle I meeting 1 and meeting 2 can be read in the graph below.



Graph 1: teacher activities in implementing the learning process in cycle I meeting 1 and meeting 2

In general, almost all indicators have been implemented, but observations noted that the teacher's skills in opening lessons in motivating students have not been seen in relation to the material to be taught. Teachers add things that have not been discussed in the discussion, summarize the material that has been learned constraints and time limitations. This is an important note for research for the observation of student activities. The results of observations during two meetings of learner activities in the first and second meeting learning activities into 5 groups during the learning process which is takes place can be seen in the table below.

Table 1.5 learner activities in groups cycle I meeting 1

No	Name group	Meeting 1		
		score	%	qualifications
1	Group 1	8	66,67%	C
2	Group 2	5	41,67%	K
3	Group 3	7	58,33%	C
4	Group 4	6	50,00%	K
5	Group 5	8	66,67%	C
Total		283,34 %		
Average		56,68 %		
qualifications		Fair (C)		

Table 1.6 learner activities in groups cycle I meeting 2

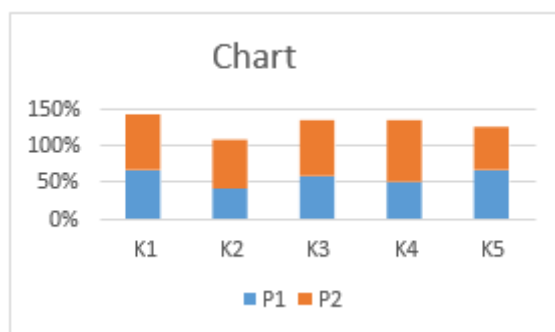
No	Name group	Meeting 1		
		score	%	qualifications

1	Group 1	9	75%	B
2	Group 2	8	66,66%	C
3	Group 3	9	75%	B
4	Group 4	10	83.33%	B
5	Group 5	11	58,33%	B
Total		358,32		
Average		71,66		
qualifications		Good (B)		

From tables 1.5 and 1.6, it can be concluded that there is an increase in each group of groups 1 meeting 1 gained 66.67% which is sufficient, group 2 which is 41.67% less, group 3 58.33% enough, group 4 50.00% less and group 5 is 66.67 enough. So that there is an increase in the 2nd meeting, namely the 1 group 75% good, group 2 66.67 sufficient, group 3 75% good.

Group 4 is 83.33% good and group 5 is 58.33% good enough. To be clearer, the average activity at the first meeting was 56.68% which was sufficient and at the second meeting, the average was 71.66% good category. It can be seen that the average activity of students in cycle I groups at meeting 1 and meeting 2 can be read in the following graph 2.

Average learner activity in groups cycle I meeting 1 and meeting 2



Cycle II

Observation

Observations are carried out in the learning process by using two observation sheets, namely the observation sheet for the activeness of students in the learning process by using the problem solving method where the results of observations made by observers of research activities as teachers and student activities and student learning outcomes can be described, namely data analysis is used to analyze the results of observations calculated YES is 1 while NO is 0.

The scores obtained from each indicator are summed up and the result is called the total score.

Percentage = acquisition score / maximum score x 100%

From the results of this percentage, it can be seen that the criteria for the success rate of action have been done. At the first meeting the number of scores obtained was 9, the maximum score was 12, so the percentage was $9/12 \times 100\% = 75.00\%$ with good qualification designation (B). at the second meeting number of scores

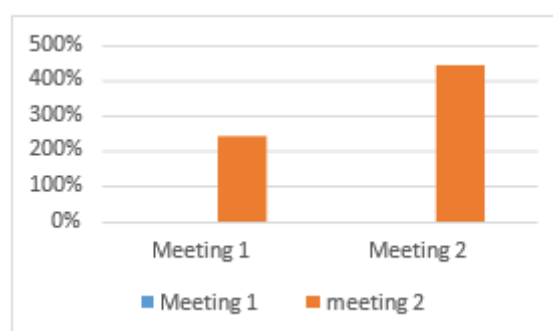
obtained was 11, the percentage was $11/12 \times 100\% = 91.67\%$ with very good qualifications (SB).

The results of observations for two meetings of teacher activities in carrying out the learning process of the first meeting and the second meeting during learning can be seen in the following table:

Table 1.7 teacher activities in carrying out the learning process cycle II meeting 1 and 2

NO	Cycle Meeting	Score	%	Qualification
1	Meeting 1	9	75,00%	Good (B)
2	Meeting 2	11	91,67%	Very Good (SB)

For more details on teacher activities in implementing the learning process in cycle II meeting 1 and meeting 2 as follows. Teacher activity in implementing the learning process in cycle II meeting 1 and meeting 2



The teacher in carrying out the learning process is very optimal. Indicators in cycle I emergence in the category of insufficient are still not perfect, even less or not implemented at all but in cycle II it has been greatly resolved. The teacher's skill in opening lessons is able to motivate students related to the material to be learned can be implemented properly.

The results of observations during two meetings of learner activities in learning activities 1 and 2 which are divided into 5 groups during learning can be seen in the table below.

Table 1.8 learner activities in groups cycle II meeting 1

No	Name group	Meeting 1		
		score	%	qualifications
1	Group 1	10	83,33%	B
2	Group 2	8	66,67%	C
3	Group 3	9	75%	B
4	Group 4	8	66,67%	C

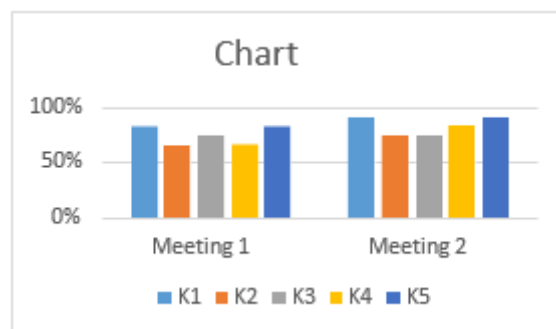
5	Group 5	10	83,33%	B
Total		375		
Average		75		
qualifications		Good (B)		

Table 1.9 learner activities in groups cycle II meeting 2

No	Name group	Meeting 2		
		score	%	qualifications
1	Group 1	11	91,67%	SB
2	Group 2	9	75%	B
3	Group 3	9	75%	B
4	Group 4	10	83,33%	B
5	Group 5	11	91,67%	SB
Total		416,67		
Average		83,34		
qualifications		Good (B)		

From table 1.9, it can be obtained that there is an increase in cycle II, namely cycle II meeting I group 1. 83.33% category. good, group 2. 66.67% category, group 3. 75% good category, group 4. 66.67% moderate category group 5. 83.33% good category and the number in cycle II meeting 2 is 375 with an average of 75 good categories. While cycle II meeting 2, namely group 1. 91.67% very good category, group 2. 75% good category, group 3. 75% good category, group 4. 83.33% good category and group 5. 91.67% very good category. With a total of 416.67 with an average of 83.34 in the good category.

Can be seen in cycle II meeting 1 and meeting 2 in the graph below Average learner activity in groups cycle II meeting 1 and 2



DISCUSSION

The discussion of the results of this study regarding the improvement of social studies learning outcomes on the theme of population dynamics with the Problem Solving learning method in class VIII B students at SMP Pemda 2 Kesugihan the data presented in this discussion comes from research that has been carried out by researchers on the date of the study.

February 21, 2025 to February 22, 2025. The results of the research described are the initial condition data of students before carrying out the action, the implementation of class action in each cycle is different between cycle I and cycle II. The number of students in class VIII B is 31 students and the highest score in cycle I meeting 1 is 66.67% and cycle I meeting 2 the highest score is an increase of 83.33% and in cycle II meeting 1 the highest score is 83.33% and cycle II at meeting 2 is the score is 91.67% with a very good category.

In the early stages of learning activities, the researcher as a teacher conducts apprehension and motivation as well as information on learning objectives with an outline of activities and material to be learned. The teacher makes a sheet of questions for students to do using the student activity sheet as a group discussion language. After that, at the end of the action cycle, the teacher conducts research by giving questions to students.

The following is an increase in teacher activity in carrying out the learning process from cycle I to cycle II.

Table 1.10 Improvement in teacher activity in carrying out the learning process from meeting cycle 1 and meeting 2 of cycle I

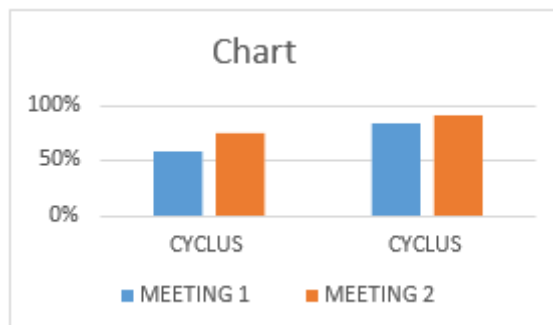
No	Cycle Meeting n	Skor	%	Qualification
1	Meeting n 1	7	58,33 %	Less (K)
2	Meeting n 2	10	83,33 %	Good (B)

Table 1.11 Improvement of teacher activity in implementing the learning process of 1st meeting and 2nd meeting of cycle II

No	Cycle Meeting	Score	%	Qualification
1	Meeting 1	9	75,00%	Good (B)
2	Meeting 2	11	91,67%	Very Good (SB)

For more clarity on the increase in teacher activity in implementing the learning process from cycle I to cycle II can be read using the 5th graph image as follows:

Graph 5. improvement in teacher activity in implementing the learning process in cycle I and cycle II



It can be concluded on the graph that in cycle I meeting I obtained 58.33% with the category Less (K). cycle I meeting 2 is 83.33% with the category Good (B) there is an increase. Whereas in cycle II there was an increase in student activity, namely cycle II meeting I 75% with good category (B) cycle II meeting 2. 92.67% with very good category (SB).

4. CONCLUSIONS

From the results of the research and discussion can be described before it can be concluded that the students in SMP Pemda 2 Kesugihan class VIII B with social studies subjects with population dynamics material there is an increase from cycle I and cycle II with a total of 31 students with the category of cycle I meeting to 1 with an average of 56.68% with a sufficient category while with cycle I meeting to 2 with an average of 71.66% with a good category and in cycle II meeting I with an average of 75 with a good category and cycle II meeting 2 with an average of 83.34 with a good category.

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