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Increasing Interest and Learning Outcomes in Sociology with the Problem Based Learning Model (PBL) Learning Model for Class X IPS Students at SMA Negeri 1 Kuala Behe

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Keywords

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Abstract

The purpose of this study was to observe the problem-based learning model in an effort to improve students' interest and learning outcomes. This study used the Classroom Action Research (CAR) approach. In this study, the sociology teacher acted as the actor and the researcher as a collaborative partner as an observer. The learning process was conducted in 2 cycles, with 4 meetings in each cycle, consisting of action planning, action implementation, observation, and reflection. The data collection tools in this study were observation to observe students' learning interest, observation of teacher activities, tests to determine students' learning outcomes, and documentation. The results of this study showed that the sociology teacher's teaching using the problem-based learning model in cycle I and cycle II improved, as well as students' learning interest, which showed improvement in both cycles. Based on the research data, it was found that students' learning outcomes also improved from the pre-test and post-test results, with improvements in learning mastery for each cycle.

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INTRODUCTION

The education sector continues to experience dynamic development with efforts to create learning methods, media, and learning resources that are increasingly interactive and comprehensive. Many education experts have created new approaches to learning, such as the Active Student Learning Strategy (SPSA), Independent Student Learning Strategy (SPSM), Kumon Learning Method, Sempoa, and various other methods developed recently (Watri, 2020). This is certainly related to the success of the existing learning process activities. Success in the teaching-learning process is influenced by various factors, which can be categorized into two groups. First, there are internal factors that come from within students, such as intelligence, interest, talent, health, and so on. Second, there are external factors that come from outside the student, including the family environment, school environment, and community environment. Therefore, student interest in learning is one of the internal factors that has an influence on the success of the teaching and learning process (Biyanti et al., 2023), and also has an effect on improving student learning outcomes (Marlina & Sholehun, 2021).

To improve the quality of education, the government has made continuous efforts by taking corrective measures, such as improving the quality of teaching staff, revising the curriculum, and providing educational facilities. Unfortunately, these efforts are still general and global, not addressing concrete problems in the classroom, such as handling student learning difficulties (Rajab et al., 2022). It is important to realize that despite a well-designed curriculum and educational facilities, successful learning still depends on proper implementation by teachers and students in the classroom. Without proper implementation, learning outcomes will not reach their maximum potential (Riani et al., 2017). In addition, the increase is not directly matched by the development of teachers' competence in their field of study. Teachers still have not reached the optimal level in developing their ability to design the learning process in the classroom according to their expertise (Ramadhan, 2021). Teachers in the field of study do not seem to fully realize their potential to provide an understanding of the subject matter in a way that can be easily understood by students (Hardiansyah et al., 2021).

This development is not automatically followed by an increase in teacher competence in the field of study. Teachers still have not reached the maximum level in developing their ability to design the learning process in the classroom according to their scientific specialization. Subject teachers tend not to fully realize their potential to provide an understanding of the subject matter in a way that can be easily understood by students. In reality at SMA Negeri 1 Kuala Behe, the delivery of sociology material still uses conventional methods. The teacher seems to dominate the learning process and is one-way, where students only listen to explanations related to the material presented. Subject teachers have not fully maximized their ability to innovate in classroom learning. A conducive learning atmosphere will be difficult to form properly if learning activities take place like that (Partiwi, 2022). The impact related to students includes low interest and learning outcomes.

In the learning process, a teacher needs to have extensive skills, abilities, and knowledge about education so that learning objectives can be achieved optimally. One of the relevant learning models to improve student interest and learning outcomes in sociology subjects is the problem-based learning (PBL) model (Agustiningrum, 2019). The use of the PBL model as an alternative action is the result of an agreement between researchers and teachers. In the PBL model, students are divided into small groups that work together in solving problems according to the given theme. Problem-based learning, which begins with

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the presentation of problems at the beginning of learning, provides opportunities for students to express opinions, seek information, ask questions, express ideas freely, and explore various sources. Through group discussions, students ask each other questions, criticize arguments, interact, and work together in solving problems, so as to increase interest in learning and have a positive impact on student achievement. When presenting the results of the discussion, students can explain ideas or situations in various ways, such as compiling writing, images, evidence, and giving reasons for solutions. In this case, interest plays an important role in learning in the school environment. Interest is considered a motivational force that encourages a person to focus on a particular object or activity. With an interest in learning in students, they can concentrate more and focus their attention on learning activities. Therefore, interest is a key factor that supports the success of student learning activities. In this article will review related to increasing Interest and Learning Outcomes with the Problem Based Learning Model for Class X Social Studies Students of SMA Negeri 1 Kuala Behe.

METHODS

The research method used in this study is a quantitative qualitative approach. This research uses a mixed methods research design, a procedure that involves collecting and analyzing data using quantitative and qualitative methods simultaneously in order to understand research problems (Moleong, 2017). In its implementation, special skills are required in using this method, such as: (1) the procedure takes a considerable amount of time, (2) requires meticulous data collection, and (3) involves extensive data analysis. The type of research applied in this study is Classroom Action Research. Action research is a process that gives credence to the development of reflective thinking, discussion, decision-making, and action by individuals involved in collective research to address challenges faced in their activities (Creswell, 2019).

In this context, the researcher designed learning by using the Problem Based Learning model during the teaching process in the classroom. In the implementation of this research, continuous improvement or repeated actions (cycles) are carried out. This classroom action research was conducted in two cycles, with two meetings in each cycle. Each cycle consisted of four stages of activities, namely planning, implementation, observation, and reflection. Research participants or respondents are individuals who are asked to provide information about a fact or view. The research participants involved sociology teachers and students of class X IPS at SMA Negeri 1 Kuala Behe. In this study, the focus of measurement was on students' academic achievement. The evaluation tool used was a test with a multiple choice question format, which had previously been piloted in the same class before being given to students for testing.

RESULTS AND DISCUSSION

Initial Classroom Conditions

Based on the results of a pre-survey conducted in class X IPS SMA Negeri 1 Kuala Behe, there are challenges in achieving learning outcomes in sociology subjects. Several obstacles cause low learning achievement, including lack of student interest in participating in learning, lack of participation in asking questions about the material taught, not completing assignments given by the teacher, and students talking to themselves during learning, which has an impact on the lack of understanding of learning materials and unsatisfactory learning outcomes. Students still find it difficult with sociology lessons, and this is exacerbated by the

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lack of use of interesting learning approaches or methods. Teachers only deliver material through lectures without applying an appropriate learning model. As a result, students feel bored and saturated due to the lack of variety in learning methods and the teacher's inability to provide skills to students to solve problems. This causes students' learning outcomes to be low, with 60% of students scoring below the KKM.

Cycle I

In the first cycle, learning was implemented in two meetings with the duration of each meeting for two lesson hours (2 x 35 minutes). The first meeting, held on Tuesday, February 7, 2023, discussed the material "The Nature of Social Problems," attended by 19 students. At the meeting, the teacher gave a pretest to measure students' understanding of social problems. The learning steps included initial activities involving greetings, prayers, and appreciation of social problems in the students' environment. The core activities use the Problem Based Learning model, where the teacher explains the material, forms study groups, and assigns students to identify social problems based on the pictures given. The final activity involved making conclusions, giving homework, and information about the next learning plan. The researcher made observations and recorded the progress and activities that occurred. Information regarding the results of observations of teacher activities can be found in the following table.

Table 1. Teacher Activity Presentation Cycle 1

No	Activities observed	Meetings		Average	Criteria
		1	2		
1	Opening the lesson	3	2	2,5	Enough
2	Conducting apperception and motivation	3	2	2,5	Enough
3	Explaining learning objectives	3	3	3	Good
4	Directing students to the problem	3	3	3	Good
5	Assisting independent or group investigation	3	2	2,5	Enough
6	Developing and presenting problem solving products/results	3	3	3	Good
7	Analyze and evaluate the problem solving process	2	3	2,5	Enough
8	Reinforcing students and summarizing learning outcomes	2	3	2,5	Enough
9	Give assignments	3	3	3	Good
10	Providing the next information	3	3	3	Good

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No	Activities observed	Meetings		Average	Criteria
		1	2		
11	Utilizing media and learning resources	3	3	3	Good
12	Practice/evaluate learning	1	3	2	Enough
13	Closing the learning	2	3	2,5	Enough
	Total Amount	**34**	**36**	**35**	
	Percentage	**65 %**	**69 %**	**67 %**	**Enough**

[1]Direct Observation Guidelines

From the table above, there is an increase in teacher activity during the learning process when using the problem-based learning model in cycle I. In the first meeting, the percentage reached 65%, and there was a slight increase in the second meeting to 69%. From this data, it can be concluded that teacher activity increases every time the meeting takes place. Although this increase is not optimal, there are aspects that need to be improved, so the next cycle, namely cycle II, is carried out. Student interest observation in Cycle I is the next stage, where student activity is observed directly when participating in learning about "The Essence of Social Problems" using the Problem Based Learning model that has been adjusted with observation sheets prepared by the researcher.

Table 2. Presentation of Student Interest Activities Cycle 1

No	Activities observed	Meetings		Average	Criteria
		1	2		
1	Students' views/opinions on sociology lessons	2	3	2,5	Enough
2	Observing various social phenomena presented by the teacher through PowerPoint	2	2	2	Enough
3	Describing/conveying social phenomena	2	3	2,5	Enough
4	Asking questions	2	3	2,5	Enough
5	Actively participating in group discussions	2	2	2	Enough
	Total Amount	**10**	**13**	**11,5**	
	Percentage	**50 %**	**65 %**	**57 %**	**Enough**

[1]Direct Observation Guidelines

From the table, it can be concluded that the learning process in cycle 1 has not been effective and has not reached the set target, because the average results only reached 57%. This is caused by the lack of students' habit in following the learning using the Problem Based Learning model during the implementation of cycle I. Therefore, improvements need to be made in the next cycle. The evaluation of students' learning achievement depends on their performance in answering pretest and posttest questions given by the teacher to 19 students

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of class X during cycle I. Data on students' learning achievement can be found in the following table.

Table 3. Presentation of Student Learning Results Cycle 1

No	Description	Cycle I	
		Pre-Test	***Post-Test***
1	Average	69, 21	73, 33
2	Highest score	80	80
3	Lowest score	50	70
4	Passing rate	41,66 %	66,6 %

[1]Test Result

Based on the information stated in the table above, it can be concluded that in cycle I, only 41.66% of students achieved a score >75 and were considered successful in learning in the first meeting. Meanwhile, 58.3% of students obtained a score <75 and have not reached the passing standard. In the second meeting, there was an increase to 66.6% of students who successfully learned. Although most students have not reached the desired target, the results of the cycle I test show an improvement in the percentage of mastery compared to before the intervention, which was previously 63.7%, to 66.6% after the intervention in cycle I.

Through the reflection of cycle I, there are several weaknesses in the implementation of the problem-based learning model by the collaborating teacher. These shortcomings include a lack of attractiveness when opening the lesson and giving appreciation, as well as a lack of teacher skills in managing classroom situations during discussion activities. Teacher mastery of the material also affects the lack of student learning activities. In addition, student participation in discussions still needs to be improved, with some students relying on their peers to read the results of the discussion in front of the class.

Based on this reflection, revisions need to be made in the next cycle (cycle II). The planned actions for cycle II include increasing the teacher's activity when opening the lesson, increasing creativity in providing learning motivation, reviewing previous material, and reviewing the pretest and post-test questions from the previous cycles. In addition, teachers need to be more skilled in mastering the classroom and students' conditions, providing explanations at an appropriate pace, changing the teaching method from classical to group, and giving additional grades to students who are active in learning. Sanctions also need to be imposed on discussion participants who do not comply with the rules. All of these steps are expected to improve the effectiveness of learning using the problem-based learning model in cycle II.

Cycle II

In cycle II, learning is conducted in 2 meetings with the implementation of a pretest at the beginning of the meeting and a posttest at the final meeting. The first meeting, on February 21, 2023, discussed the topic "Factors Causing Social Problems" for 2 hours of lessons. The initial activities involved motivation, review of the material from cycle I, and giving the pretest questions. The core activities involved explaining the material, learning with a problem-based learning model, and group discussions. In the final stage, the teacher provided a conclusion, homework assignments, and information about the next topic.

DOI: 10.26418/j-psh.v15i1.76216

The second meeting of cycle II, on February 28, 2023, continued the discussion on "Factors Causing Social Problems" for 2 hours of lessons. The initial activities included an introduction, material review, and checking the students' attendance. The core activities involved the students mentioning the material, forming groups, and discussing to solve the given problems. There was a positive change in cycle II, with students being more active in working together, asking questions, and answering the teacher's questions. The final activities included a posttest with 5 essay questions, closing with suggestions and motivation, and farewell greetings.

Through cycle II, there is progress in student participation and learning outcomes. Students started to work together, actively ask questions, and have more confidence in presenting the results of discussions in front of the class. The implementation of the problem-based learning model seems to have a positive impact on student interaction and understanding. In this step, direct observation of the teacher's activities was conducted. The results of the observation regarding the teacher's activities in the cycle II meeting are summarized in the table below.

Table 4. Presentation of Teacher Activities Cycle 2

No	Activities observed	Meetings		Average	Criteria
		1	2		
1	Opening the lesson	3	3	3	Good
2	Conducting apperception and motivation	4	3	3,5	Good
3	Explaining learning objectives	4	4	4	Very Good
4	Directing students to the problem	4	4	4	Very Good
5	Assisting independent or group investigation	3	3	3	Good
6	Developing and presenting problem solving products/results	3	4	3,5	Good
7	Analyze and evaluate the problem solving process	3	3	3	Good
8	Reinforcing students and summarizing learning outcomes	3	4	3,5	Good
9	Give assignments	3	4	3,5	Good
10	Providing the next information	3	3	3	Good
11	Utilizing media and learning resources	3	3	3	Good
12	Practice/evaluate learning	3	3	3	Good

DOI: 10.26418/j-psh.v15i1.76216

No	Activities observed	Meetings		Average	Criteria
		1	2		
13	Closing the learning	3	3	3	Good
	Total Amount	**42**	**44**	**43**	
	Percentage	**80 %**	**84 %**	**82 %**	**Very Good**

[1]Direct Observation Guidelines

In cycle II, there was a satisfactory improvement in learning activities using the Problem Based Learning model conducted by the teacher. The teacher successfully mastered the learning model, as seen from the teacher's activities in the process of cycle II learning, with a percentage of 80% in the first meeting, increasing to 84% in the second meeting. On average, the percentage of cycle II in the first and second meetings is 82%. These data indicate an increase in teacher activity in each meeting. Furthermore, in the observation stage of student activities in cycle II, the topic "Factors Causing Social Problems" was observed when students were involved in learning activities using the Problem Based Learning model. This observation was adjusted to the observation sheet prepared by the researcher. The researcher's collaborator acted as an observer, recording the progress and activities that occurred during the learning process. Student learning interest data can be found in the table below.

Table 5. Presentation of Student Interest Activities Cycle 2

No	Activities observed	Meetings		Average	Criteria
		1	2		
1	Students' views/opinions on sociology lessons	3	4	3,5	Good
2	Observing various social phenomena presented by the teacher through PowerPoint	3	3	3	Good
3	Describing/conveying social phenomena	3	4	3,5	Good
4	Asking questions	3	3	3	Good
5	Actively participating in group discussions	3	3	3	Good
	Total Amount	**15**	**17**	**16**	
	Percentage	**75 %**	**85 %**	**80 %**	**Very Good**

[1]Direct Observation Guidelines

From the table of cycle II above, it can be seen that the indicator in the first meeting reached 75%, and in the second meeting it increased to 85%. The students showed excellent ability in paying attention and listening to the explanations given by the teacher, with an average percentage of 80%. Furthermore, the evaluation of learning outcomes in cycle II is based on the students' ability to work on pretest and posttest questions given by the teacher to the X grade students, totaling 19 students in cycle II. The students' learning outcomes data can be found in the table below.

DOI: 10.26418/j-psh.v15i1.76216

Table 6. Presentation of Student Learning Results Cycle 2

No	Description	Cycle II	
		Pre-Test	***Post-Test***
1	Average	75,16	78,31
2	Highest score	80	85
3	Lowest score	65	75
4	Passing rate	72,5 %	80%

[1]Test Result

Based on the data in the table above, it can be seen that students who achieve a score >75, which falls into the category of passing learning, reach 72.5% in the first meeting. Meanwhile, students who obtain a score <75 and have not yet reached the passing category are 65.5%. In the second meeting, there was an increase of 70.5% of students who fall into the category of passing learning. Although there are still many students who have not reached the target, it can be seen from the results of this cycle II test that there has been an increase in the percentage of student mastery before the intervention was carried out, which was 72.5%, increasing to 80% after the intervention in cycle II.

In the reflection of cycle II, the observation results by the observer show an improvement in learning with the problem-based learning model compared to cycle I. The teacher has been more active in opening the lesson in front of the class, creative in giving appreciation and motivation, and has mastered the learning material. The implementation of the problem-based learning model also appears to be better, where the teacher is able to guide students in identifying problems, guide them, and students are able to solve problems and collaborate in problem-solving. Students also value discussion time, care about their team/group, are enthusiastic, and are interested in the learning material presented with the problem-based learning model, so that understanding of the material becomes better. The results of the post-test in cycle II show improvement in both understanding and pronunciation aspects, which have met the target, so there is no need for another cycle.

Discussion

The research results show an increase from cycle I to cycle II after the implementation of learning. The summary of the research results and discussion reflects the use of problem-based learning models in the context of sociology learning. The first focus of the analysis is on teacher activities in sociology subjects. Based on research data, the average percentage of teacher activities using problem-based learning models in cycle I and cycle II can be found in the following table.

Table 7. Average Percentage of Teaching Activities by Teachers in Cycle I and Cycle II

No	Analysis Components	Cycle		Improvement
		Cycle I	Cycle II	
1	Meeting I	65%	80%	15%
2	Meeting II	69%	84%	15%
	Average	67%	82%	

[1]Direct Observation Results of PTK Implementation

The findings of this study indicate an improvement in the teaching methods of sociology teachers who apply the problem-based learning model in cycle I and cycle II. Furthermore, in

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the second analysis, the focus is given to the interest of grade X social science students. The research data on the average percentage of student interest in cycle I and cycle II can be found in the attached table.

Table 8. Average Percentage of Student Interest in Class X Cycle I and Cycle II

No	Analysis Components	Cycle		Improvement
		Cycle I	Cycle II	
1	Meeting I	50 %	75 %	25 %
2	Meeting II	65 %	85 %	20 %
	Average	57 %	80 %	

[1]Results of Observing Students' Learning Interest During the Implementation of Action Research

Research findings show that the interest in learning of grade X social science students has increased in cycle I and cycle II. In addition, an analysis of the learning outcomes of grade X social science students was also conducted. The average percentage of student learning outcomes in cycle I and cycle II is depicted in the attached table.

Table 9. Average Percentage of Student Learning Outcomes for Class X Cycle I and Cycle II

No	Proficiency	Cycle	
		Cycle I	Cycle II
1	Pre-Test	41,66 %	72,5 %
2	Post-Test	66,6 %	80%
	Improvement	**24 %**	**4,5 %**

[1]Pre-Test and Post Test Results 2023

Research data shows that there is an improvement in students' learning outcomes between the pre-test and post-test in both cycles, indicating an increase in learning mastery in each cycle.

CONCLUSION

Based on the results of the classroom action research, the general conclusion is that the implementation of the Problem Based Learning (PBL) model successfully improves students' interest and learning outcomes in Sociology subject for grade X. The action was carried out in two cycles, which included planning, implementation, observation, and evaluation. The interest in learning of grade X IPS students increased from an average of 57% in cycle I to 80% in cycle II. In addition, students' learning outcomes showed an increase from a pretest score of 41.66% in cycle I to a post-test score of 66.6%, and in cycle II, the pretest score increased to 72.5%, with a post-test score reaching 80%. There was a 24% improvement in the level of student learning achievement from cycle I to cycle II. Therefore, it can be concluded that the implementation of the Problem Based Learning (PBL) model successfully improves students' interest and learning outcomes in the subject of Sociology.

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