
Improving Indonesian Language Learning Outcomes Through The Problem Based Learning Model Assisted with Video Learning in Class III Students of Ngemplak Simongan 01 State Primary School

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Abstract: Improving Indonesian Language Learning Outcomes through Models Problem Based Learning Assisted with Learning Videos for Class III Students at Ngemplak Simongan 01 State Elementary School. This type of research is classroom action research which consists of planning, implementation, observation and reflection stages. Implemented in two cycles, each cycle consisting of two meetings. The subjects of this research were class III students at SD Negeri Ngemplak Simongan 01 with a total of 28 students. The research instruments used observation sheets, field notes, tests, interviews and documentation. The data analysis technique uses data analysis from observations of learning implementation and data analysis on student learning outcomes. The results of the research show that: 1) teacher skills increased, namely in cycle I with good criteria and cycle II very good, 2) student activity increased in cycle I obtained sufficient criteria, cycle II was good, 3) learning outcomes in prasikus percentage of completeness with grades the average was 55 and increased in cycle II to 85. Then the percentage of implementation of Indonesian language learning increased from 67.5% to 81%. Then, with the increase in Indonesian language learning outcomes, the percentage increased from 25% to 79%. The conclusion of this research is a modelproblem based learning (PBL) assisted by learning videos can improve the learning outcomes of Indonesian language lesson content for class III at SD Negeri Ngemplak Simongan 01 including teacher skills, student activities and learning outcomes. Suggestions for improving learning, teachers should develop students' courage and ability to ask questions and express opinions by providing motivation and stimulus to students in learning activities.

Keywords: Learning Outcomes; Problem Based Learning, Videos Learning.

INTRODUCTION

The educational process is a process of developing or increasing a person's potential. Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education system states "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, noble moral intelligence as well as the skills needed by himself, society, nation and state". In realizing this, various efforts have been made by the government to improve the quality of education, one of which is by changing the curriculum which continues to be refined to achieve educational goals (Kurniawan et al., 2020). Learning is the process of interaction between students and educators, with learning materials, delivery methods, learning

strategies, and learning resources in a learning environment. Then, success in the learning and learning process can be seen through the level of success in achieving educational goals. By achieving the learning objectives, it can be said that the teacher has been successful in teaching (Windi Anisa et al., 2020). Thus, the effectiveness of a learning and learning process is determined by the interaction between the components mentioned above.

Meaningful learning for students can be done by teachers having to know about the object they are teaching so they can teach the material with full dynamics and innovation. Likewise with learning Indonesian (Kurniawan et al., 2020). Learning Indonesian is currently less popular with elementary school students. Students are still less motivated when learning Indonesian. The content of Indonesian language lessons in schools tends to be conventional, rote and full of

theories that are difficult for students to understand and there is a lack of relevance of the material to everyday life. The choice of learning models that will be used by teachers should be varied and adapted to the characteristics of different students (Rahmawati & Yulianti, 2020). In learning, teachers must be able to apply learning models that are varied and appropriate to student characteristics. Varied learning can avoid boredom and create a pleasant learning atmosphere, such as implementing the problem-based learning model Problem Based Learning (PBL).

Problem Based Learning (PBL) is a set of teaching models that use problems as a focus for developing problem solving, material and self-regulation skills. PBL is a learning approach that uses real world problems as a context for students to learn critical thinking and problem solving skills, as well as to gain essential knowledge and concepts from the subject matter (Nafiah, 2017). Previous research that supports this research is research conducted by I Kadek Kurniawan, Desak Putu Parmiti, and Nyoman Kusmaryatni in 2020 with the title "Science Learning with the Problem Based Learning Model Assisted by Audio Visual Media Increases Students' Understanding of Concepts". The research aims to analyze the influence of the PBL 30 learning model assisted by audio-visual media on the understanding of science concepts in fifth grade elementary school students (Kurniawan et al., 2020). Audio visual media is one of the developments in the current digital era that can be utilized in the world of education for the teaching and learning process. The digital era is currently very developed, in providing up to date education as educators you can use learning methods using a video based learning approach. The thing that needs to be considered when using video teaching materials is the synchronization between images, sound and text produced, so that it attracts students in learning (Khairani et al., 2019). Students' interest in audio-visual media in the form of learning videos can improve student learning outcomes because it involves imagination and increases students' learning motivation. Video shows can create variety in class to make students pay attention and focus on the lesson.

During the pre-cycle there are problems that students are less active in participating in the learning process, students are less able to find problems and how to solve these problems,

students are less visible in discussions and social interactions in groups. When researchers distributed initial assessment questions, students who were not yet fluent in reading and writing needed more guidance in reading. Based on the problems found that cause low student learning outcomes in Indonesian, to overcome these problems it is necessary to choose the right learning model. In this research, researchers used the Problem Based Learning (PBL) model to improve student learning outcomes. By looking at several existing problems, researchers focused on the problem of using learning models that are less interesting and lack elements of creativity. Therefore, action is needed to overcome this problem by applying a learning model that prioritizes creativity and innovation, and combining it with fun learning media. Therefore, researchers will conduct research with the title "Improving Indonesian Language Learning Outcomes through the Problem Based Learning Model Assisted with Learning Videos in Class III Students of Ngemplak Simongan 01 State Elementary School".

METHODS

This research is classroom action research, which is a type of research that describes both the process and results of carrying out CAR in class to improve learning outcomes. Based on the analysis of existing problems, this classroom action research is planned to consist of two cycles, each cycle consisting of two meetings, namely action planning, action implementation, action observation and reflection on the actions that have been carried out in each cycle. However, the decision to continue or stop research at the end of a particular cycle depends entirely on the results achieved in the last cycle. If the results achieved have met the predetermined success criteria, then the research is stopped and if the results have not achieved as expected, then the research continues to the next cycle. This research was conducted at Ngemplak Simongan Elementary School, which is located at Jl. Srinindito Raya No. 12a, Ngemplak Simongan, District. West Semarang, Semarang City, Central Java 50148. The research subjects were class III students at Ngemplak Simongan 01 State Elementary School. In class III there were 28 students, 15 of whom were boys, and 13 were girls. The instruments used in this research were observation sheets, field notes, tests, interviews

and documentation. The data analysis technique used is data analysis resulting from observations of learning implementation and data analysis of student learning outcomes.

Simongan 01, consisted of two cycles, carried out on 28 students. The research results were dissected subjectively and were characterized into two parts, namely cycle I and cycle II. Implementation of classroom action research or CAR in cycle I and cycle II includes planning, action implementation, observation and reflection.

FINDINGS AND DISCUSSION

Pre-Cycle Research Results

This classroom action research, which was completed in class III at SD Negeri Ngemplak

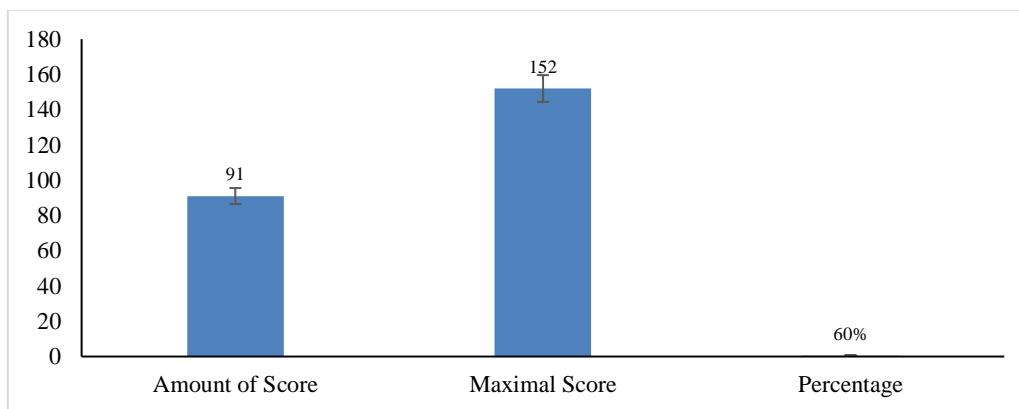


Figure 1. Observation Results of Pre-Cycle Learning Implementation

Table 1. Recapitulation of Student Learning Results in Pre-Cycle Activities

Value Interval	Amount of students	Average	Percentage (%)
81-100	2	90	7
61-80	9	75	32
41-60	8	64	29
21-40	4	35	14
0-20	5	18	18

Research Results from Cycle 1 of THIS Meeting

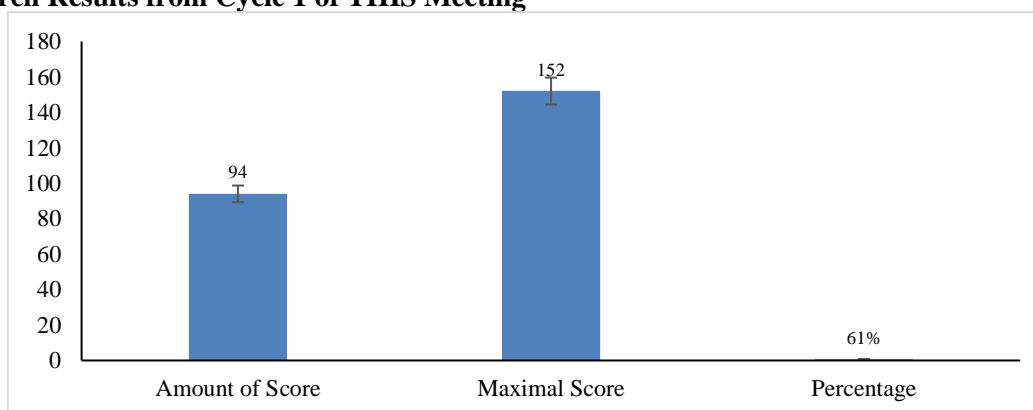


Figure 2. Observation of Learning Implementation Cycle I Meeting I

Table 2. Recapitulation of Student Learning Results in Cycle I Activities, Meeting I

Value Interval	Amount of students	Average	Percentage (%)
81-100	2	90	7
61-80	9	75	32
41-60	6	56	21
21-40	10	36	36
0-20	1	20	4

Results of Research Cycle I Meeting II

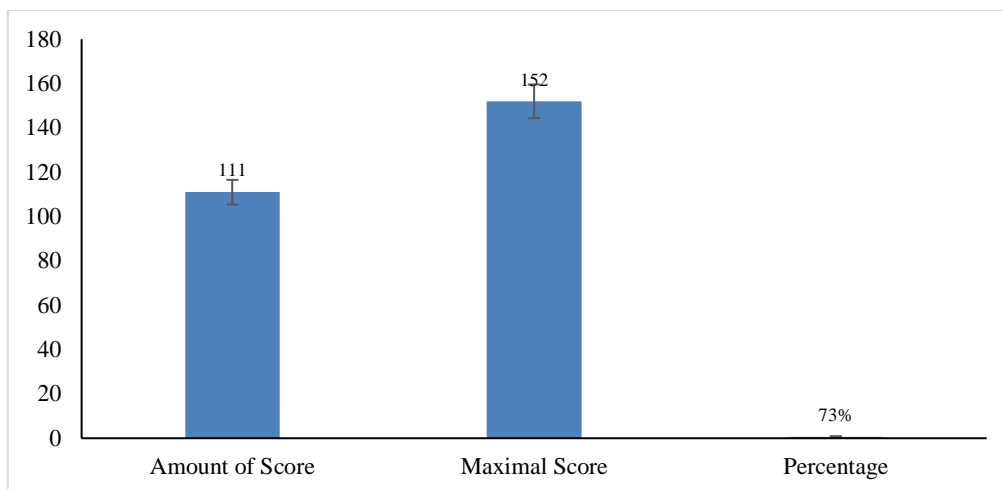


Figure 3. Observation Results of Learning Implementation Cycle I Meeting II

Table 3. Recapitulation of Student Learning Results in Cycle I Activities, Meeting II

Value Interval	Amount of students	Average	Percentage (%)
81-100	2	90	7
61-80	11	75	39
41-60	6	57	22
21-40	7	37	25
0-20	2	20	7

Results of Research Cycle II Meeting I

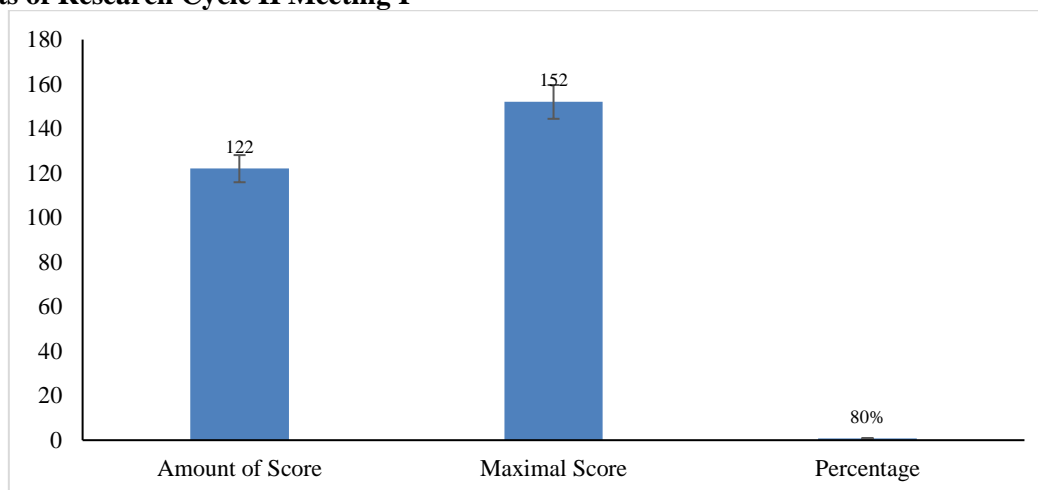


Figure 4. Observation Results of Learning Implementation Cycle II Meeting I

Table 4. Recapitulation of Student Learning Results in Cycle II Activities, Meeting I

Value Interval	Amount of students	Average	Percentage (%)
81-100	3	90	11
61-80	17	78	61
41-60	7	60	25
21-40	1	40	3
0-20	0	0	0

Results of Research Cycle II Meeting II

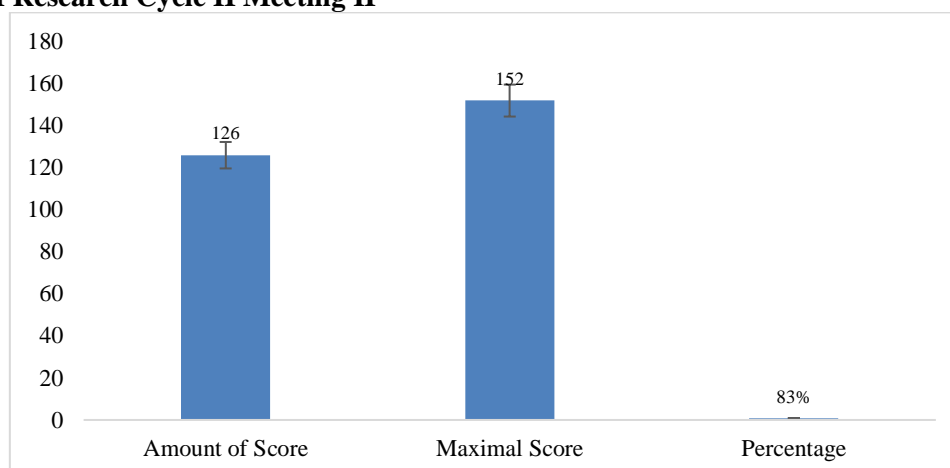


Figure 5. Observation Results of Learning Implementation Cycle II Meeting II

Table 5. Recapitulation of Student Learning Results in Cycle II Activities, Meeting II

Value Interval	Amount of students	Average	Percentage (%)
81-100	9	90	32
61-80	19	54	62
41-60	0	0	0
21-40	0	0	0
0-20	0	0	0

Increase in the Percentage of Learning Implementation Using the PBL Model assisted by Learning Videos

Table 6. Percentage of Cycle I Learning Implementation

Parameter	Meeting	
	I	II
Total score	94	111
Maximum Total Score	152	152
Percentage	62%	73%
Percentage of Cycle I		67.5%
Category		Good

The percentage of learning implementation using the Problem Based Learning (PBL) model assisted by learning videos in class III of Ngemplak Simongan 01

Elementary School for Indonesian language learning in Cycle I can be made using the following table:

Table 7. Percentage of Cycle II Learning Implementation

Parameter	Meeting	
	I	II
Total score	122	126
Maximum Total Score	152	152
Percentage	80%	82%
Percentage of Cycle II		81%
Category		Very Good

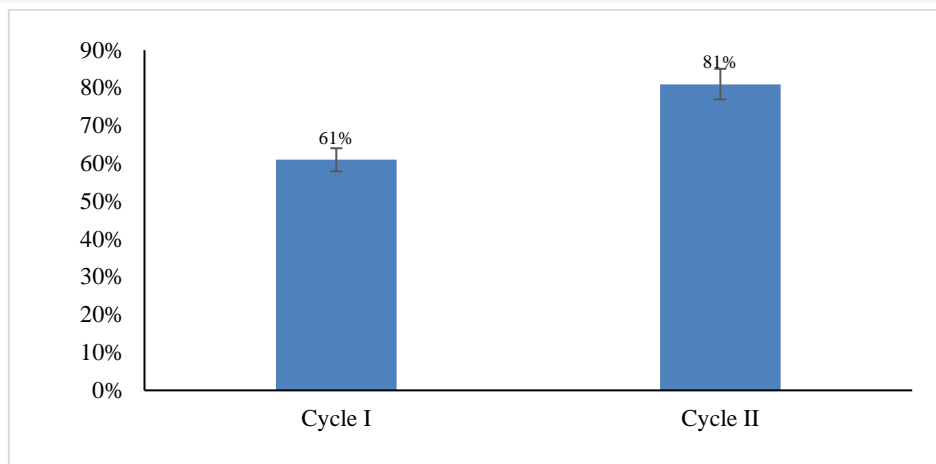


Figure 6. Diagram of improving the Implementation of Indonesian Language Learning

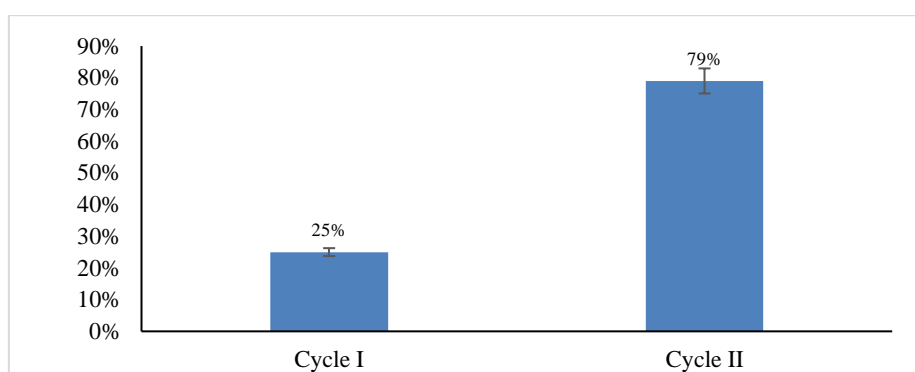


Figure 7. Diagram of Improvement of Class III Indonesian Learning Outcomes

Discussion

Based on the data contained in the pre-action data, the researcher tried to plan corrective actions on thematic learning outcomes, especially Indonesian language lesson content in class III of Ngemplak Simongan 01 State Elementary School, namely by improving Indonesian language learning outcomes through a problem based learning model assisted by video learning material "Theme I Growth and Development of Living Creatures, Subtheme 3 Animal Growth, 5th Learning". The following are the results of the discussion that will be discussed:

Implementation of Learning in Pre-Cycle Activities

In pre-cycle activities it was discovered that the implementation of the learning process using the PBL learning model assisted by learning videos was good. Learning has been carried out in accordance with PBL syntax starting from phase 1 orienting students to the problem, phase 2 organizing students to learn, phase 3 guiding individual and group investigations, phase 4 developing and presenting

work results, phase 5 analyzing and evaluating the problem solving process. However, when students carry out discussions it is still not optimal, with an implementation percentage of 60%, so improvements need to be made in the next cycle to meet the success indicators determined by the researcher.

Implementation of Learning Using the PBL Model Assisted by Video Learning Indonesian Language Lesson Content

As a result of the implementation of cycle I and cycle II, data showed that there was an increase in the results of the implementation of PBL model learning assisted by video learning of Indonesian language lesson content in cycle I, the percentage obtained was 67.5% and increased in cycle II to 81%. The PBL model has an impact on the learning process because the learning process becomes more active and fun, and the learning process is in accordance with PBL syntax. The following is a comparison table of the results of the implementation of PBL model learning assisted by video learning of Indonesian language lesson content as follows:

Table 8. Comparison of Improvements in the Implementation of Class III Indonesian Language Learning

Information	Cycle I	Cycle II
Percentage of Implementation	67.5%	81%
Category	Good	Very good

Improving Class III Indonesian Language Learning Outcomes

The data obtained from learning results in cycle I and II showed an increase in the learning outcomes of Indonesian language lesson content in cycle I, obtained an average score of 57.32143 with a completion percentage of 25% and an increase in cycle II obtained an average score of 77.67857 to 79%. Learning outcomes have an

impact on the learning process because in the learning process students become more active in thinking critically, and the learning process can solve problems. Based on this data, the indicators of success carried out by the researcher had been achieved in cycle II so this research was stopped by the researcher. The following is a comparative table of learning outcomes for Indonesian language lesson content as follows:

Table 9. Comparison of Improvement in Class III Indonesian Language Learning Results

Information	Cycle I	Cycle II
Average value	57.32	77.68
Completion Percentage	25%	79%
Category	Enough	Very Good

CONCLUSION

Based on the results of research on Indonesian language learning through the Problem Based Learning (PBL) model assisted by learning video media which was implemented in class III of Ngemplak Simongan 01 State Elementary School, the researcher concluded several things, namely the implementation of cycle I and cycle II learning according to the syntax of the PBL model. The implementation of learning in cycle I obtained a percentage of 61% in the good category, then increased in cycle II to 81% in the very good category. Class III Indonesian language learning outcomes have increased after learning using the PBL model assisted by learning videos. In the pre-cycle the average class was 55 with classical completeness of 25%. Then cycle I with a class average of 57.32143 and achieved classical completeness of 25%. Meanwhile in cycle II the class average was 77.67857 and the classical completion percentage was 79%.

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