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IMPROVING LEARNING OUTCOMES USING IPS LEARNING PROBLEM-BASED LEARNING APPROACH IN CLASS IV STUDENTS OF SDN 7 TELAGA BIRU GORONTALO DISTRICT

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ABSTRACT
This research aims to improve social studies learning outcomes using a problem-based learning (PBL) approach In Class IV students at SDN 7 Telaga Biru , Gorontalo Regency . The research method used is Classroom Action Research. The data collection technique used in this study is a description test while observation and documentation are supporting. The subjects of this study were 22 students of class IV at SDN 7 Telaga Biru. The results showed that in the first cycle, there were 14 students who achieved the minimum completeness criteria with a percentage of 63.6%. This result has not reached the performance indicator of 80%, so it is continued in the next cycle. Cycle II student learning outcomes that achieve the minimum completeness criteria are 19 students with a percentage of 86.36% and have achieved predetermined performance indicators. Thus it was concluded that by using the Problem Based Learning (PBL) approach, social studies learning outcomes for fourth grade students at SDN 7 Telaga Biru, Gorontalo Regency, increased.

Keywords: Learning Outcomes, IPS Learning, Problem Based Learning (PBL) Approach.

INTRODUCTION

IPS subjects are integrity subjects from history, geography and economics as well as other social science subjects. Social studies learning is related to social learning, the notion of social studies in each school has a different meaning, adapted to the characteristics and needs of students. IPS learning can be said to be successful if students are able to complete all assignments given by the teacher. Therefore, the assessment carried out by the teacher is not only about evaluating knowledge but the

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assessment can be seen from the attitudes and skills of students both in obtaining the learning process and in carrying out assignments. The reality that occurs in the field, when the social studies learning process takes place. Lack of teacher awareness in paying attention to the condition of student readiness in participating in the learning process.

IPS learning invites students to think broadly and look far ahead. Students can have knowledge, skills and social care that are useful for themselves and others. So that it starts to be implemented from elementary level education to tertiary level. IPS learning material is not just read by the teacher, but the teacher must emphasize students' abilities to explore, understand, know, analyze and apply in everyday life. To carry out social studies learning objectives, one of the efforts that can be made is to apply an effective approach so that the social studies learning process can run well and not be rigid.

However, in reality the delivery of Social Sciences learning materials for teachers only uses a deductive approach where teaching is only theoretical, lacks giving examples according to students' lives and lacks opportunities or opportunities for students to play a more active role in the learning process . This is a challenge for teachers to improve the social studies learning process in elementary schools, so one approach that can be used in the social studies learning process is the problem based learning (PBL) approach.

Definition of Learning Outcomes

Learning outcomes are abilities possessed by students after receiving their learning experience. Teachers can see student learning outcomes by providing questions in the form of LKS or evaluation sheets related to the material being taught, results that meet the Minimum Completeness Criteria (KKM) mean that learning can be accepted and understood by students. But on the contrary, if the learning outcomes of students are below the Minimum Completeness Criteria (KKM), the learning will not run well and optimally. Learning outcomes can also be in the form of grades or scores given by the teacher . Learning outcomes are influenced by many factors, because humans in achieving learning outcomes are not only related to physical activity, but also involve brain activity, namely thinking.

According to Surya (1997) learning outcomes will appear in various ways, namely:

1. Habits, for example, when students learn language repeatedly avoid the tendency to use words or structures that are wrong, so that eventually they get used to using language properly and correctly.
2. Skills such as writing and exercising, which although motor in nature, these skills require careful movement coordination and high awareness.
3. Observation is the process of receiving, interpreting and giving meaning to stimuli that enter through the senses objectively so that students are able to achieve correct understanding.

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4. Associative thinking is thinking by associating something with another by using memory.
5. Rational and critical thinking, namely using the principles and basics of understanding in answering critical questions such as "how" and "why" (why).
6. Attitudes are relatively persistent tendencies to react in a good or bad way to certain people or things according to knowledge, beliefs. (Pantiwati and restian. 2018: 19).

Definition of IPS Learning

Social Sciences (IPS) can be interpreted as an integrated study of social sciences and to develop citizenship potential. In the school program Social Sciences is coordinated as a systematic material and is built on several disciplines including anthropology, political science, archeology, economics, geography, history, law, philosophy of psychology, religion, sociology, and also includes appropriate material from the humanities , mathematics, and natural sciences (Fajarini, 2018:4). IPS is an effort to foster knowledge and high-level thinking skills of students who are expected to have high awareness and responsibility towards themselves and their environment. (Seran, et al 2021: 3).

Social Sciences (IPS) is the integrity of various branches of the social sciences and humanities, namely: sociology, history, geography, economics, politics, law and culture. Social science is formulated on the basis of reality and social phenomena which embodies an interdisciplinary approach from the aspects and branches of social science above. Geography, history and anthropology are disciplines that have high integration. Learning geography provides insight regarding regions, while history provides insight regarding events from various periods. Anthropology includes comparative studies with regard to values, beliefs, structures, social, economic activity, political organization, expression and spirituality, technology and selected cultural objects. Social studies lessons in elementary school teach the essential concepts of social science to shape students' subjects to become good citizens. The term IPS began to be used officially in Indonesia since 1975 is the Indonesian term for social studies in America. We are familiar with several terms such as social science, social studies, and social science. Political science and economics belong to the sciences of policy in activities related to decision making. Sociology and social psychology are behavioral sciences such as the concepts of roles, groups, institutions, processes of interaction, and social control. Intensively such concepts are used by social sciences and social studies. (Susanto, 2016: 6).

The definition of social studies learning above leads to a person's emphasis on learning about social sciences which have a lot to do with society, the surrounding environment and things that relate to everyday life. IPS learning has long been applied in subjects that must be mastered by teachers and students. Social studies learning process will run well if the teacher masters all aspects and materials related to social sciences. By looking at the condition of students and students' abilities, the teacher can choose and

sort out which material is good for learning. For this reason, the concept of social studies education is manifested in three forms, namely: integrated social studies education with the name Social Studies State Citizenship education, separate social studies education, where the term social studies is only used as a concept for subjects. Geography, history and economics and citizenship education as a form of special social studies education within the concept of the social studies tradition. Social studies lessons in elementary school teach the essential concepts of social science to shape students' subjects to become good citizens.

IPS Learning Objectives

The purpose of social studies subjects is to prepare students to become good citizens based on Pancasila and the 1945 Constitution, with an emphasis on developing individuals who can understand various problems that exist in the environment, both originating from the social environment that addresses human interaction, and the environment. nature which discusses between humans and their environment, both as individuals and as members of society. Besides that, they can think critically and creatively, and can continue and develop the nation's cultural values. (Siska, 2016:10)
According to Kenworthy, there are three characteristics of IPS objectives, namely:

1. Humanitarian education means that social studies must help children understand their experiences and find meaning in their lives. This first objective contains an element of value education
2. Citizenship education implies that students must be prepared to participate effectively in the dynamics of community life. Students have the awareness to improve their achievements as a form of responsibility for citizens who are loyal to citizenship.
3. Intellectual education implies that children grow guidance and direction to obtain realistic ideas and tools for solving problems developed from social science concepts. In solving problems children will be faced with efforts to make their own decisions.

Problem Based Learning Approach

Problem Based Learning which comes from English problem based learning is a learning approach that starts with solving a problem, but to solve the problem students need new knowledge to be able to solve it. Problem based learning (PBL) or Problem Based Learning is a teaching method characterized by real problems as a context for students to learn critical thinking and problem solving skills, and gain knowledge. Problem Based Learning can be said to be a form of curriculum development by placing students in active role as a daily problem solver that is not well structured. The two definitions above imply that PBL is any giving condition lesson directed by an everyday problem. (Sofyan, et al 2017:48).
Problem-based learning (problem-based learning / PBL) is a learning concept that helps teachers create a learning environment that starts with important and relevant

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(related) issues for students, and enables students to gain a more realistic (real) learning experience. Problem-Based Learning engages students in an active, collaborative, student-centred learning process that develops the problem-solving skills and independent learning skills needed to face challenges in life and careers, in today's increasingly complex environment. Problem-Based Learning can also be started by doing group work between students. Students investigate on their own, find problems, then solve the problem under the guidance of the facilitator (teacher). Problem-Based Learning suggests to students to find or determine sources of relevant knowledge. Problem-based learning provides 50 challenges for students to learn on their own. In this case, students are more invited to form knowledge with little guidance or direction from the teacher, while in traditional learning, students are more treated as recipients of knowledge that is given in a structured manner by a teacher. (Sofyan, et al 2017:49). Problem Based Learning as well as one of the problem-based learning models is a process that needs to be designed in learning activities so that students get space to utilize and develop critical and creative thinking skills. Through problem-based learning activities it is hoped that students will develop motivation to enjoy and learn a lesson. (Trigu, 2020:7)

Problem Based Learning is a learning strategy that uses problems as a stimulus to find or get the information needed to understand and find solutions. The problems used are real (authentic) problems that are not structured (ill-structured) and are open as contexts for students to develop problem-solving skills and critical thinking as well as build new knowledge. In contrast to conventional learning which makes real problems the application of concepts, PBL makes real problems a trigger for students' learning processes before they know formal concepts. By solving these problems students acquire or build certain knowledge and at the same time develop critical thinking skills and problem solving skills. In classes that apply problem-based learning, students work in teams to solve real-world problems. (Sofyan, et al 2017: 50). Problem Based Learning (PBL) has characteristics such as learning starting with giving problems, usually problems have context with the real world. Active group learning formulates problems and identifies gaps in their knowledge, studies and searches for material related to problems and seeks solutions to these problems. (Amir, 2016:12).

From the several definitions of the Problem Based Learning Approach (PBL) above, the Problem Based Learning Approach is an approach that teachers can apply in learning to solve a problem. From this approach can stimulate and get the information needed to understand and find solutions. The problems that arise are the real problems faced by teachers or students in the learning process. Problem-Based Learning can also be started by doing group work between students. Students investigate on their own, find problems, then solve the problem under the guidance of the facilitator (teacher). Problem-Based Learning can also be said to be a form of development and places students in an active role as everyday problem solvers that are not well structured. For this reason, learning can run well if the teacher is able to master the class, conditions, student characteristics and skills possessed by students.

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Objectives of the Problem Based Learning Approach

The main goal of problem-based learning is not to convey a large amount of knowledge to students, but to develop critical thinking skills and problem-solving skills and at the same time develop students' abilities to actively construct their own knowledge. Problem based learning is also intended to develop students' independent learning and social skills. Learning independence and social skills can be formed when students collaborate to identify relevant information, strategies, and learning resources to solve problems. In detail , problem based learning aims to build and develop learning that fulfills the three domains of learning (taxonomy of learning domains) . The first is the cognitive field (knowledges), namely the integration of basic science and applied science. The existence of problem solving for real problems directly encourages students to apply existing basic knowledge. Second, namely the psychomotor field (skills) in the form of training students in scientific problem solving (scientific reasoning), critical thinking, direct self-learning and life -long learning . The third is the affective field (attitudes), namely the development of self-character, the development of human relations and psychologically related self-development. (Sofyan, et al 2017: 53).

Analytical skills needed to solve various problems in everyday life. One of the problems faced by students, namely environmental problems contained in each learning process that is given to students is not sufficiently taught to students with the lecture method which is teacher-centered learning, but taught using a more contextual method with student-centered learning (student-centered learning). learning). One of them is through the application of the Problem-based Learning (PBL) approach. (Atikasari, 2012:220).

From the explanation above, the purpose of the Problem Based Learning (PBL) approach is that problems that arise during learning can be overcome by using the Problem Based Learning (PBL) approach which can direct students to think critically, develop student abilities, and build student knowledge. Problem based learning is also intended to develop independent learning and social skills of students. Therefore the teacher must master this approach so that students and teachers can interact with each other in the learning process.

Principles of Problem Based Learning Approach

The main principle of PBL is the use of real problems as a means for students to develop knowledge and at the same time develop critical thinking skills and problem solving abilities. Real problems are problems that exist in everyday life and are directly beneficial when solved. Selection or determination of real problems can be carried out by teachers and students according to certain basic competencies. The problem is open (open-ended problem), that is, a problem that has many answers or solving strategies that encourage students' curiosity to identify these strategies and solutions. This problem is also ill -structured which cannot be solved directly by applying a certain formula or strategy, but requires further information to understand and the need to

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combine several strategies or even create your own strategy to solve it. In the end is to look at the conclusions of the learning outcomes that are carried out so that students and teachers know their achievements. (Sofyan, et al 2017: 56).

The Problem Based Learning approach is to give students " problems " and tasks that they will face in reality and in the process of their efforts to solve these problems students will gain the knowledge and skills needed for that problem. So students will get the cognitive skills and knowledge they need. In this process students are responsible for their own learning because it is a skill they will need later in their professional life. (Cahyanti, 2015:85)

From the explanation of the main principles of PBL above, the problem to be solved is a problem that really exists (real) and occurs in learning both from students and from within students. Real problems are problems that exist in everyday life and are directly beneficial when solved. Selection or determination of real problems can be carried out by teachers and students according to certain basic competencies. In accordance with the understanding and purpose of the Problem Based Learning (PBL) approach is an approach to solving a problem. The teacher as a facilitator must have his own way or strategy for solving problems, because the teacher understands and knows the characteristics of his students.

Stages of the Problem Based Learning Approach

According to Magued Iskander (in Fathurrahman , 201 5; 116) the stages or syntax in learning the Problem -Based Learning approach that is :

a. The orientation stage is to orient students to the problem.
b. The organizational stage is organizing students to learn.
c. The inquiry stage is to assist independent and group investigations
d. The presentation stage is developing and presenting the work and exhibiting it
e. The last stage is the analysis and evaluation stage, namely analyzing and evaluating the problem solving process.

Table 1.

Phase	Stage	Teacher Behavior
1.	Orient students to problems.	The teacher explains the learning objectives and the required facilities or logistics. The teacher motivates students to engage in selected or determined real problem solving activities.
2.	Organizing students to study.	The teacher helps students define and organize learning tasks related to problems that have been oriented at the previous stage.
3.	Inquiry Phase (helping individual and group investigations).	Teacher encourages students to gather appropriate information and carry out experiments to get the clarity needed to solve the problem.
4.	Presentation Stage (developing and presenting the work).	The teacher helps students share tasks and plan or prepare appropriate work as a result of solving problems in the form of reports, videos or models.
5.	Analyze and evaluate the problem solving process.	The teacher helps students to reflect or evaluate the problem-solving process that is being carried out.

Strengths and Weaknesses of the Problem Based Learning Approach

The PBL approach emphasizes problem solving in the learning process. The steps of the PBL approach used by researchers in the PBL approach are student orientation to problems. The teacher explains the learning objectives, explains the necessary logistics, motivates students to be involved in the selected problem-solving activity, organizes students to learn. The teacher helps students define and organize learning tasks related to the problem, guiding individual or group experiences. The teacher encourages students to collect appropriate information, carry out experiments to get explanations and solve problems, develop presentations of work. Teachers help students to reflect or evaluate their investigations and the processes they use. (Rahmadani and indri 2017:243). The learning process using the Problem Based Learning (PBL) approach consists of five main steps starting from introducing students to a problem and ending with analysis and evaluation of the problem. These steps have been described above. (Mahadi and Justina 2019:3).

From the explanation of the steps of the Problem Based Learning (PBL) approach above, problems will arise according to student activities. Teachers must master PBL steps including the orientation stage, the organization stage, the inquiry stage, the presentation stage and the analysis and evaluation. Teachers and students play an active role in carrying out the steps of the Problem Based Learning (PBL) approach. PBL doesn't just go away but has to go through the steps as described above. The teacher is the key to the success of a lesson while students are the audience or receive material from the teacher. Teachers can invite students to be problem oriented and learn. In learning students can study alone or in groups. From this learning students can produce learning outcomes that become material for the teacher's evaluation of the learning that is carried out.

The Use of Problem Based Learning in Social Studies Learning

Problem Based Learning, which is abbreviated as PBL, is a learning approach that involves students to solve a problem and be able to solve the problems they face according to the knowledge they have and are accompanied by logical reasons so that students gain learning experience through the activities they do.

The Problem Based Learning (PBL) approach is used in social studies learning to improve student learning outcomes in social studies lessons. Where students are less active in learning in class, for this reason the teacher needs to do a Problem Based Learning (PBL) approach with the steps that the teacher motivates students to engage in selected or determined real problem solving activities. The teacher helps students define and organize learning tasks related to problems that have been oriented at the previous stage. The teacher encourages students to gather appropriate information and carry out experiments to get the clarity needed to solve problems. The teacher helps students share assignments and plan or prepare appropriate work as a result of solving problems in the form of reports, videos or models. The teacher helps students to carry out reflection or evaluation of the problem solving process carried out.

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By using the PBL approach, student teachers can play an active role in the learning process and it is hoped that the goals of Social Sciences (IPS) will be achieved. Students will begin to learn to recognize concepts related to community life and their environment, will begin to learn to think critically and logically according to their development and will begin to have the skills to solve problems around them. The ultimate hope is that they will be able to become individuals who will be able to deal with any problems they encounter and be able to find solutions appropriately, quickly and intelligently.

RESEARCH METHODS

This type of research is Classroom Action Research (PTK) which seeks to examine and reflect on an approach with the aim of improving student learning outcomes in class. Classroom Action Research is a translation of Classroom Action Research . According to Kasihani Kasbola ES, classroom action research is practical research, aimed at correcting deficiencies in classroom learning by carrying out actions. Actions to improve the problems experienced by teachers in carrying out their daily duties. The problems that were revealed and looked for solutions in the research were problems that really existed or were experienced by the teacher. (Jakni, 2017:3). Research variable As an answer to the problems raised in this study, the research variables will be determined as follows: Input Variables , Process Variables , Output Variable .

Research procedure This is carried out in the form of cycles, each cycle consisting of 4 stages, namely: (1) Planning, (2) Implementation, (3) Observation, (4) Reflection. For more details, the series of activities from each cycle can be seen in the following figure. (Mohamad Asrori, 2016:103) . Data collection technique used in this research are: Observation , Test , Documentation . Technique

data analysis used in this class action research using descriptive analysis. Descriptive analysis is used to illustrate that the actions taken can lead to improvements, improvements and changes in a better direction when compared to the previous situation if the individual student scores are above the Minimum Completeness Criteria (KKM) Namely the data that has been obtained is then analyzed by researchers and observers to determine the level of success in implementing actions in each cycle. The analysis used uses the percentage technique with the following formula:

$$\text{To calculate value: Percentage} = \frac{\text{Jumlah Skor Perolehan}}{\text{Jumlah Skor Maksimal}} \text{x } 100$$

Trianto (in Reflin, 2020:33)

RESEARCH RESULTS AND DISCUSSION

This classroom action research was conducted on students of class IV with a total of 22 students , 12 boys and 10 girls. This research is to improve student learning outcomes through a problem based learning (PBL) approach Based on the results of research that has been done regarding improving student learning outcomes through problem based learning (PBL) both from the initial observation that was completed

only reached 36.36% while those that were incomplete reached 63.63%. For this reason, it is continued up to cycle I and cycle II which have achieved improvement. The assessment is carried out only on aspects of student learning outcomes when the learning process takes place using problem based learning (PBL).

This is based on the results obtained from cycle I of the first meeting that found 12 people who completed the aspect of learning outcomes with a percentage of 54.5% and the remaining 10 people who were categorized as incomplete with a percentage value of 45.5 %. This shows not optimal. So at the stage of Cycle I, the first meeting still needs to be reflected so that it can improve social studies learning outcomes, while in the first cycle, the second meeting found 14 people who had completed with a percentage of 63.6% and the remaining 8 people who did not complete with a percentage of 36.3 %. So at the stage of Cycle I of the Second Meeting it is still necessary to reflect so that it can improve social studies learning outcomes continued in cycle II.

In cycle II of the first meeting there was an increase in social studies learning outcomes for students, with the results of 22 students already having high social studies learning outcomes . This can be seen in the Assessment of Learning Outcomes which starts at the beginning to the end of learning that is in cycle II. In the first meeting, 16 people were categorized as complete with a percentage of 72.72%, while 6 people were categorized as incomplete with a percentage value of 27.27%. This shows that the first meeting has increased but this has not yet reached the performance indicator of 80%. So that in the second cycle the first meeting could not be said to be optimal and continued in cycle II the second meeting.

In cycle II of the second meeting there was an increase in social studies learning outcomes for students, with the results of 22 students already having high social studies learning outcomes . This can be seen in the Assessment of Learning Outcomes which started from the beginning to the end of learning that in cycle II of the Second Meeting there were 19 people in the complete category with a percentage of 86.36%, while 3 people were in the incomplete category with a percentage value of 13.64%. So that in cycle II this second meeting can be said to have been optimal. By using a real level of 100% . Based on the research that has been done, starting from learning outcomes , cycle I to cycle II can be seen in the following bar chart .

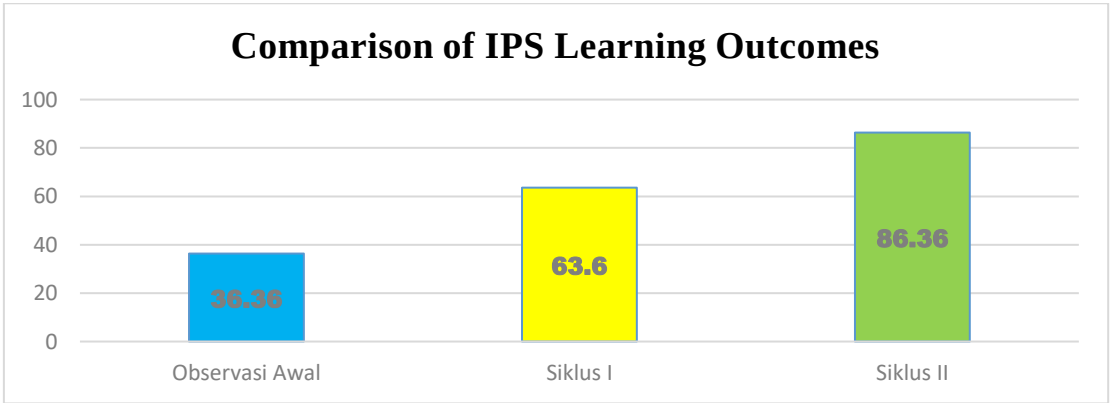

Figure 5 Comparison of IPS Learning Outcomes

From the picture it can be seen that there is an increase in learning outcomes due to the use of the approach used by researchers, namely the problem based learning (PBL) approach . The choice of the problem based learning (PBL) approach as the approach used by researchers, because it can provide opportunities for students in the learning process, therefore, researchers apply a problem based learning (PBL) approach . The use of the problem based learning (PBL) approach is intended so that students are able to construct their own knowledge, improve skills and independence, and increase self-confidence in thinking. The teacher needs his role in helping students define and organize learning tasks related to problems that have been oriented. This can be done through forming groups or emphasizing individual roles, then identifying the problems found in the previous stage, and continuing to try to make hypotheses for the problems found. The Problem Based Learning approach in learning is an alternative solution to problems that occur in class because it encourages students to find an answer in a systematic way. (Febrita Ling, 2020).

Analytical skills needed to solve various problems in everyday life. One of the problems faced by students, namely environmental problems contained in each learning process that is given to students is not sufficiently taught to students with the lecture method which is teacher-centered learning, but taught using a more contextual method with student-centered learning (student-centered learning). learning). One of them is through the application of the Problem-based Learning (PBL) approach. (Atikasari, 2012:220).

Based on the description above, student learning outcomes use the problem based learning (PBL) approach both initial observations, from the first cycle of the first and second meetings to the second cycle of the first and second meetings have increased as the performance indicators have been set, namely at least 80% of students have high learning outcomes . Thus the research action hypothesis is "if the teacher uses a problem based learning (PBL) approach , then student learning outcomes in Social Studies learning in class I V SDN 7 Telaga Biru Kab. Gorontalo will increase”

Conclusion

Based on the results of the study, it showed that there was an increase in student learning outcomes using the Problem Based Learning (PBL) approach in each learning process. This happens because (PBL) is an approach taken during a student-centered learning process, where students can be active, collaborative and seek to find solutions to problems by using information from various sources and everyday experiences. Problem Based Learning (PBL) familiarizes students with confidence in dealing with problems by helping students to develop critical thinking skills and problem solving skills. Problem-Based Learning develops the independent abilities needed to face challenges in life. Problem-Based Learning can also be started by doing group work between students. Students investigate on their own, find problems, then solve the problem under the guidance of the facilitator (teacher).

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Suggestion

From the results of this study, several things are suggested as follows:

1. For teachers to be able to use the problem based learning (PBL) approach and correctly master the steps of the problem based learning (PBL) approach so that students can be actively involved and skilled at solving problems in the process of learning activities.
2. Students are expected to study the material to be taught and prepare learning equipment and resources, then always be attentive, enthusiastic and active, not afraid to ask questions to the teacher, dare to express ideas or opinions, respect the opinions of others so as to improve student learning outcomes. .
3. To researchers, researchers hope to conduct the same research to improve student learning outcomes. This is important in order to obtain more comprehensive research results regarding the approach (PBL).

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