THE APPLICATION OF PROBLEM BASED LEARNING (PBL) MODEL TO IMPROVE STUDENTS' LEARNING OUTCOMES ON SOCIAL STUDIES SUBJECTS IN GRADE IV OF ELEMENTARY SCHOOL II TANJUNGSARI

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Abstract

This research was conducted using the classroom action research (CAR) method. The progress in learning and storytelling skills is still below the Minimum Completeness Criteria and success indicators. The study included 142 students from SDN 2 Tanjungsari, ranging from grade I to grade VI. 36 sixth-grade students were part of the sample, with an equal number of males and females. The researcher collected data using tests and observations. The research instruments were observation sheets and test sheets. The analysis techniques used were qualitative and quantitative analysis. The results of this study showed that the students' learning outcomes in cycle I had a mastery level of 27.78%. In cycle II, there was an improvement in student learning outcomes with a mastery level of 52.78%. In cycle III, the mastery level reached 83.33%. This indicates that the students' learning outcomes had met the applied mastery criteria of 80%. The study also observed students' learning activities. In cycle I, the students' activities scored 19 with a percentage of 1.58%, which was still categorized as poor. In cycle II, there was an improvement in students' learning activities with a score of 27 and a percentage of 2.25%, categorized as moderate. In cycle III, students' learning activities had a score of 41 with a percentage of 3.42%, which was categorized as good. Research using Problem-Based Learning can enhance learning outcomes and student engagement in Social Studies for fourth-grade students at SDN 2 Tanjungsari in Indramayu District.

Keywords: *Problem Based Learning, Learning Outcomes, Student Learning Activities*

INTRODUCTION

According to the regulations outlined in Law No. 20 of 2003, education involves strategically preparing students for their future responsibilities through a combination of mentoring, instruction, and practical learning experiences. With the development of the world today, education is an important component for human life because education is able to create a person with quality and character so that they have a broad view of the future.

Education has a strong connection with the process of imparting knowledge and acquiring new skills. Citra & Rosy (2020) stated that the collaboration between educators and students in educational settings is a dynamic and essential element in the learning experience. Teachers play a crucial role in this process, serving as guides and facilitators rather than just

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deliverers of information. They are the focal point of the educational journey, shaping and overseeing the direction of teaching and learning activities.

The progress of science and technology is increasing rapidly with time. This has led to competition in different aspects of life, including education. Enhancing the quality of education is essential in order to nurture skilled individuals. Education involves intentional and systematic endeavours to enhance students' accomplishments and skills that will serve their interests in life. There are several methods that can be utilised to enhance the standard of education in schools, and one of them involves enhancing the teaching process.

Learning activities are part of the educational process. This is a problem that must be found a solution. Learning in elementary schools, especially in social studies learning, sometimes teachers still find problems, namely the lack of student interest in learning it because social studies learning has been synonymous with learning that is dominated by memorising activities. SD Negeri II Tanjungsari as one of the public primary schools in Karangampel sub-district, Indramayu Regency is a school that has problems in the process of learning social studies so far, where in learning social studies, teachers still apply conventional learning.

The Problem Based Learning (PBL) approach is well-suited for teaching social studies, particularly when covering topics like Heroism and Patriotism, as these concepts are closely connected to real life situations. By using this method, teachers are able to explain the concepts directly to students, helping them to better understand and accept the ideas presented. Problem Based Learning (PBL) entails students working through problems using a scientific model, allowing them to acquire both knowledge about the issue being addressed and the ability to effectively tackle similar problems (Sutarni, 2023). The application of this learning model is expected to provide new nuances in teacher performance in optimising student learning activities so as to improve student learning outcomes.

Teaching and learning activities in social studies learning in class IV SDN II Tanjungsari based on observations with the class teacher conducted students are less active in participating in learning. This affects student learning outcomes in social studies subjects are low. On the results of the daily test to know about the material of the Attitude of Heroism and Patriotism of the number of students in class IV, namely 36 students, only 8 (22.22%) students were able to reach the standard of minimum completeness of mastery learning (KKM) (70), while 28 (77.78%) other students have not been able to reach the KKM.

In order to enhance student learning outcomes, it is essential to implement an effective educational model in response to these challenges. Therefore, a lesson should be organised to introduce one of the learning models recommended in the 2013 curriculum, such as Problem Based Learning. The aim of this study is to potentially make a positive impact on student learning achievements.

The writer shows a keen interest in investigating the topic under the working title "Enhancing Student Learning Through Problem Based Learning Model." 'The Application of Problem Based Learning (PBL) Model to Improve Students' Learning Outcomes on Social Studies Subjects in Grade IV of Elementary School II Tanjungsari'.

LITERATURE REVIEW

Classroom Action Research (CAR)

Classroom-based research, known as Classroom Action Research (CAR), involves teachers carrying out structured and introspective studies within their own classrooms to enhance student learning outcomes. According to Sanjaya (2016), Classroom Action Research (CAR) entails a series of collaborative and participatory steps, including planning, implementation, observation, and reflection, with the goal of enhancing learning methodologies. CAR strives to enhance the effectiveness of learning and the academic achievements of students in a long-lasting manner.

Problem Based Learning (PBL) Learning Model

Problem Based Learning (PBL) is an educational approach that prioritises problem-solving as a primary method of learning. Its main objective is to enhance students' ability to think critically, solve problems and actively participate in learning. Trianto et al (2014) explains that this learning model allows students to learn material in a relevant and contextualised way through solving real problems.

Implementation of PBL in CAR

The study utilises the PBL approach to enhance the academic performance of Year 4 pupils at SDN II Tanjungsari in the area of social studies. The PBL method is carried out in stages, including planning, execution, monitoring, and evaluation. Findings revealed that the application of PBL led to a progressive enhancement in both students' engagement and academic achievements.

RESEARCH METHODS

The research being carried out is known as Classroom Action Research (CAR). CAR is a type of research done by teachers in their own classrooms through planning,

implementing, and reflecting collaboratively to enhance teaching performance and ultimately increase student learning outcomes.

CAR is a research approach employed to enhance the effectiveness of learning, involving the recognition of values that could potentially become institutionalised, such as boosting students' engagement and creativity in learning. It involves purposeful observation of activities taking place within a classroom setting.

When conducted properly, Classroom Action Research plays a crucial and strategic role in advancing the quality of learning. Effective implementation means that teachers involved in CAR make a conscious effort to develop problem-solving skills through meaningful actions aimed at addressing issues and enhancing the learning environment, followed by careful monitoring of the outcomes to assess success.

The aim of this study is to enhance the academic performance of students in social studies subjects by implementing a cyclical approach consisting of two stages. Each stage includes: 1) Planning, 2) Implementation, 3) Observation, 4) Reflection.

The research was conducted with fourth-grade students from SD Negeri II Tanjungsari, located in Tanjungsari Village, Karangampel District, Indramayu Regency during the academic year 2021/2022. A total of 36 students were involved in the study. The decision to select class IV as the research focus was based on observational findings revealing low student engagement in social studies, particularly regarding heroism and patriotism, lack of participation in class activities, repetitive teaching methods, and inadequacy in meeting the Minimum Completeness Criteria (KKM), resulting in unsatisfactory learning outcomes for students.

Instrument, according to, Susilo et al (2013) is a tool used to measure the value of the variable under study. The instruments used in this study are: 1) Test Questions, 2) Teacher Activity Observation Sheet.

The approach used for data analysis in this study involved descriptive analysis using percentage techniques to identify trends in the learning process using multisensory learning models. The success of students in implementing Problem Based Learning (PBL) is measured as an indicator of performance. The research is deemed successful if at least 80% of students in a class achieve the Minimum Completeness Criteria (KKM) of 70. Conclusions can be drawn immediately if the approach is successful, or improvements can be made if needed. This cycle of assessment and implementation continues until the approach proves successful.

The main focus of the data analysis method in this study is to enhance the learning outcomes of social studies lessons through the Problem Based Learning Learning Model for Class IV Students of State Elementary School II Tanjungsari Village Tanjungsari Krangkeng District.

Test

According to Arikunto (2010), test is an information or data collection tool, but when compared to other tools, the test here is more formal because it is full of restrictions. To measure student learning outcomes, a written test is used in the form of questions.

Examinations are commonly employed to evaluate students' cognitive understanding of the taught material in line with educational goals. The test in question was administered at the conclusion of the lesson to gather information on students' comprehension levels.

Observation

Stated by Arikunto (2010), observation involves observing and documenting details in a methodical and thorough manner. The study utilised observation sheets created beforehand to facilitate the observation process. The focus of the observations encompassed both student and teacher engagement in the educational journey.

To put it differently, observation can help evaluate the learning journey, the conduct of both teachers and students in the teaching environment, group activities amongst students, and involvement in the educational approach implemented. In this particular study, observation was conducted by watching over the actions of teachers and students throughout the learning process.

To limit the observation, this observation was carried out using an observation sheet, this makes the activities that will be observed as well as columns that indicate the level of each activity observed. Teacher and student activities in managing lessons were analysed using the percentage formula as follows:

a. To calculate the average value using the formula

$$X = \frac{\sum X}{N}$$

Description :

X : Average value

$\sum X$: Total number of students' scores

N : Number of students

b. To determine the completeness of student learning using the formula

$$Percentage : \frac{Number\ of\ scores\ of\ completed\ students}{Total\ number\ of\ students} \times 100\%$$

c. To determine individual learning completeness using the formula

$$Percentage : \frac{Number\ of\ scores\ obtained\ by\ students}{Total\ maximum\ score} \times 100\%$$

RESULTS AND DISCUSSION

Research Results

The study took place during the second semester in August 2022, with the researcher receiving support from a fourth-grade teacher. The investigation involved three different phases. The findings of this study provide details about how the research was carried out. The research was done at SD Negeri 2 Tanjungsari. It began on Monday, 22nd August 2022. Each phase of the research lasted for 60 minutes. The researcher followed the class schedule to ensure that the lessons were effective and the students could learn properly.

A. Student Learning Outcomes in Social Studies Lessons with Problem Based Learning (PBL) Teaching Model

a. Student Learning Outcomes Cycle I

Table 1. Classification of Social Studies Learning Outcomes Cycle 1

No	Interval Value	Classification	Number of Students	Percentage Value
1	90-100	Very good	-	0%
2	70-89	Good	10	27,78%
3	40-69	Deficient	26	72,22%
4	0-39	Very Poor	-	0%
Total			36	100%

Based on table 1 above, it shows that the number of students who get scores between 90-100 very good criteria is none (0%), scores between 79-89 good criteria are 10 students (27.78%) including AL, DL, KH, LA, MF, NB, NS, RA, SS, WW, the value between 40-69 criteria is less there are 26 students (72.22%), including AB, AA, BA, CM, HZ, IH, KA, MS, MAR, MA, MKA, MR, NR, NSH, N, RS, RSA, SA, SL, SI, SUS, VAM, YHS, ZA, MN, NI, and the value of 0-39 criteria is very poor there are 0 students (0%).

b. Student Learning Outcomes Cycle II

Table 2. Classification of Social Studies Learning Outcomes Cycle II

No	Nilai Interval	Classification	Number of Students	Percentage Value
1	90-100	Very good	-	0%
2	70-89	Good	19	52,78%
3	40-69	Deficient	17	47,22%
4	0-39	Very Poor	-	0%
Total			36	100%

According to the information in table 2, it can be seen that there is no student (0%) who achieved scores between 90-100, which is considered to be very good. In contrast, 19 students (52.78%) obtained scores between 79-89, meeting the criteria for being classified as good. These students include those with initials AL, AP, BY, BN, IH, KH, MS, MFS, MA, MRS, NB, NRP, NS, NR, RS, YHS, WW, ZA, and NI. On the other hand, there were 17 students (47.22%) who fell short of the mark, scoring between 40-69, which is considered to be less than satisfactory. This group includes students with initials AB, CM, HZM, KA, LAA, MAA, MKA, NSH, RA, RSA, SA, SS, SL, SI, SSY, VAM, MND. Lastly, there were no students (0%) who scored between 0-39, indicating a very poor performance.

c. Student Learning Outcomes Cycle III

Table 3. Classification of Social Studies Learning Outcomes Cycle III

No	Interval Value	Classification	Number of Students	Percentage Value
1	90-100	Very good	13	36,11%
2	70-89	Good	17	47,22%
3	40-69	Deficient	6	16,67%
4	0-39	Very Poor	-	0%
Total			36	100%

Based on table 3 above, it shows that the number of students who get scores between 90-100 very good criteria is 13 students (36.11%) including AL, BLA, IH, KN, MKA, MFS, MA, MRS, NB, NS, HS, WW, NI, scores between 79-89 good criteria there are 17 students (47,22%) including AB, ARP, BY, MSA, NR, RA, SD, SS, VAM, ZA, YHS, CM, KA, LAA, NS, SU, MN, scores between 40-69 criteria are less there are 6 students (16.67%), including

HZM, MAA, NRP, RS, SL, SS, and scores 0-39 criteria are very poor there are 0 students (0%).

B. Student Activity in Social Studies Lessons with Problem Based Learning (PBL) Teaching Model

a. Student Activity Cycle I

Table 4. Student Activity Sheet Cycle I

No	Indicators	Total
1	Expressing an Opinion	3
2	Asking Questions	3
3	Answering Questions	2
4	Discussion	2
5	Recording discussion results	2
Total		12
Total Score		20
Percentage		2,4%
Criteria		Less

Description:

Score 4 = Good, if the number of scores involved is 15-20

Score 3 = Medium, if the number of scores involved is 11-15

Score 2 = Insufficient, if the number of scores involved is 6-10

Score 1 = Poor, if the number of scores involved is 0-5

According to table 4, the outcomes of the educational tasks carried out by fourth-grade pupils at SDN 2 Tanjungsari utilizing the Problem Based Learning method are deemed inadequate, scoring 12 points equivalent to 2.4%. These findings suggest that students need to focus more on their lessons and regularly seek clarification on any unclear concepts during their learning process. Things that occur in the lack of student activity scores include students not being able to submit their income, lack of interest in learning, not being able to complete tasks properly, and lack of their own opinion.

b. Student Activity Cycle II

Table 5. Student Activity Sheet Cycle II

No	Indicators	Total
1	Expressing an Opinion	4
2	Asking Questions	4
3	Answering Questions	3
4	Discussion	2
5	Recording discussion results	3
Total		16
Total Score		20
Percentage		3,2%
Criteria		Medium

Description:

Score 4 = Good, if the number of scores involved is 15-20

Score 3 = Medium, if the number of scores involved is 11-15

Score 2 = Insufficient, if the number of scores involved is 6-10

Score 1 = Poor, if the number of scores involved is 0-5

In the second phase of teaching class IV students at SDN 2 Tanjungsari using the Problem Based Learning (PBL) approach, there was a noticeable improvement in student engagement. The average score for student activities in this phase was 16, equivalent to a 3.2% increase from the previous cycle. This suggests that students have become more involved in the teaching and learning process, which has boosted the researcher's confidence in their work. The rise in student participation during cycle II is evidenced by their willingness to seek additional information from the teacher, their understanding of historical heroism, their attentiveness in class, and their ability to successfully complete assigned tasks.

c. Student Activity Cycle III

Table 6. Student Activity Sheet Cycle III

No	Indicator	Total
1	Expressing an Opinion	4
2	Ask Questions	4
3	Answering Questions	4
4	Discussion	4
5	Recording discussion results	4
Total		20
Total Score		20
Percentage		4%
Criteria		Good

Description:

Score 4 = Good, if the number of scores involved is 15-20

Score 3 = Medium, if the number of scores involved is 11-15

Score 2 = Insufficient, if the number of scores involved is 6-10

Score 1 = Poor, if the number of scores involved is 0-5

According to the findings from the educational experiences of fourth grade pupils at SDN 2 Tanjungsari who utilised the Problem Based Learning approach, they achieved a score of 20 representing 4%. These outcomes indicate that students are more engaged in lessons, are able to generate innovative ideas, demonstrate proficiency in completing tasks, display an inclination towards social studies when using the Problem Based Learning method, and exhibit a willingness to seek clarification on unfamiliar topics during their learning process.

C. Application of Problem Based Learning Model (PBL)
a. Cycle I

Teacher activity data during teaching and learning activities using the Problem Based Learning (PBL) learning model in cycle I obtained the following results:

Table 7. Observation Sheet of PBL Model Implementation

of Teacher Activity Cycle I

No	PBL Steps	Assessment Criteria			
		1	2	3	4
1	Mastery of the material		√		
2	Systematic presentation			√	
3	Use of media		√		
4	Appearance			√	
5	Providing motivation			√	
Total Score			4	9	
Total Score	13				
Maximum Score	20				
	65%				
Percentage	Insufficient				

Description:

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The Application of Problem Based Learning (PBL) Model to Improve ….

1 = Insufficient.   Average score = 4 + 9 : 5 = 2,6

2 = Enough.   Percentage score = 4 + 9 : 20 x 100 % = 65 %

3 = Good.

4 = Excellent.

Based on table 7 of the teacher observation results in cycle I, there were 13 scores, with an average score achieved of 2.6 and a percentage of the score achieved of 65%, while the maximum score in teacher observation achieved was 20. From these results, researchers still need guidance from class teachers, the results of researchers assessed from class teachers still have many shortcomings such as explaining learning, using learning media, and teacher care for students.

b. Cycle II

Teacher activity data during teaching and learning activities using the Problem Based Learning (PBL) learning model in cycle II obtained the following results:

Table 8. Observation Sheet of PBL Model Implementation

of Teacher Activity Cycle II

No	Aspects of Teacher Activity	Assessment Criteria			
		1	2	3	4
1	Mastery of the material			√	
2	Systematic presentation		√		
3	Use of media			√	
4	Appearance			√	
5	Providing motivation				√
Total Score			2	9	4
Total Score	15				
Maximum Score	20				
Percentage	75%				
Criteria	Good				

Description:

1 = Insufficient.   Average score = (2+9+4): 5 = 3

2 = Enough.   Percentage score = (2 + 9 + 4) : 20 x 100 % = 75 %

3 = Good.

4 = Excellent.

Based on table 8, it can be concluded that the teacher's observation in cycle II there is a fairly good increase, this is because students have been able to master social studies learning by using the Problem Based Learning (PBL) learning model conducted by researchers. From this data, the improvement of researchers in observation is fluency in repeating material, the delivery of material is good, the enthusiasm of researchers with students has been declared good and the provision of motivation that teachers to students is correct.

c. Cycle III

Teacher activity data during teaching and learning activities using the Problem Based Learning (PBL) learning model in cycle III obtained the following results:

Table 9. Observation Sheet of PBL Model Implementation

of Teacher Activity Cycle III

No	Aspects of Teacher Activity	Assessment Criteria			
		1	2	3	4
1	Mastery of the material			√	
2	Systematic presentation			√	
3	Use of media			√	
4	Appearance				√
5	Providing motivation				√
Total Score				9	8
Total Score	17				
Maximum Score	20				
Percentage	85%				
Criteria	Good				

Description:

1 = Insufficient.   Average score = (9+8): 5 = 3,4

2 = Enough.   Percentage score = (9+8) : 20 x 100 % = 85 %

3 = Good.

4 = Very good.

Based on table 9, the teacher observation in cycle III was classified as good, with a score of 17 with a percentage of 85%. This shows that the researcher has mastered learning with the Problem Based Learning (PBL) model. The results of this observation have increased because the mastery of the material in learning has been said to be good, the use of material in accordance with what is taught can be understood by students, and providing motivation to students is very good and correct.

Discussion

This research is a class action research, which is solving a problem that occurs in the classroom by improving the quality of action (Sanjaya, 2016). The type of research design used in this study is Classroom Action Research, with fourth grade students from SDN 2 Tanjungsari as the participants. The study was divided into three cycles, with Cycle I taking place on 22 August 2022, Cycle II on 12 September 2022, and Cycle III on 27 September 2022. Each cycle consisted of planning, implementation, observation, and reflection stages.

After implementing the Problem Based Learning (PBL) model in social studies lessons focusing on heroism and patriotism in cycles I, II, and III, it was found that student learning outcomes improved. As a result, the hypothesis presented in chapter II was confirmed through the actions taken during the study period. According to Uzer Usman, 2013 the role of the teacher in the teaching and learning process includes many things such as as a teacher, classroom manager, supervisor, motivator, consular, explorator, etc., which will be stated here is the role that is considered the most dominant and classification of teachers. The problems that will be sought for answers in this study are: 'Can the problem-based learning model improve learning outcomes in class IV students of SD Negeri II Tanjungsari?'.

Stated by Millah & Khoimatun (2024) adequate competence as an educator is a benchmark to see how the quality of teachers in carrying out their duties as teachers and educators. The factor causing the increase in teacher activity in the learning process is because the teacher conducts an evaluation after the learning process is complete. The results of these

observations are used as a benchmark to maintain what is already very good and improve on aspects that are considered lacking.

The results of teacher observations in cycle I with a score of 13 with a percentage of 65% and said to be lacking, in cycle II increased with the value obtained from teacher observations with a score of 15 with a percentage of 75% and said to be very good, while in cycle II the results of teacher observations increased with a score of 17 with a percentage of 85% and said to be good. This is in cycle III the teacher is able to conduct research so there is no need for further action.

In line with the theory by Gunadi & Sumarni (2023) teacher performance is the ability shown by a teacher in carrying out a task or job. The ability that the author means is how the teacher's skills in the classroom both opening skills, skills using methods, skills using media, skills using teaching materials, skills using variations and skills closing lessons. The role of a teacher is very significant in the teaching and learning process.

Learning outcomes refer to the transformations that students undergo as a result of engaging in educational activities. These transformations are directly influenced by the content of what the student is being taught. Assessing the effectiveness of teaching is typically done through testing students at the conclusion of a learning period, such as the end of a semester. The capabilities or accomplishments that students attain following their participation in the teaching and learning process are what determine their learning outcomes. Sudjana (2011) stated that learning outcomes refer to the skills and knowledge that students possess following their educational experiences. In the initial stage, 8 students (36.36%) were considered fully proficient, while 14 students (63.64%) were not. Moving to the first cycle, only 13 students (59.09%) showed complete understanding, with 9 students (40.91%) falling short. By the second cycle, 19 students (86.36%) had achieved mastery, whereas 3 students (13.64%) were deemed incomplete. This indicates that this study has shown that researchers have been able to achieve the KKM 70 standard with 80% completeness.

This is in line with the research by Fauziah (2016) with the study focused on implementing a problem-based learning approach to enhance students' performance in social studies at elementary level. Results showed an improvement in student achievement over three cycles - with 35.3% passing in the first cycle, 64.7% in the second, and 100% in the third. Therefore, the researchers determined that utilizing Problem Based Learning (PBL) in social studies can positively impact the learning outcomes of fourth grade students at SDN

II Tanjungsari. The progress in student achievement is clearly demonstrated in the data provided.
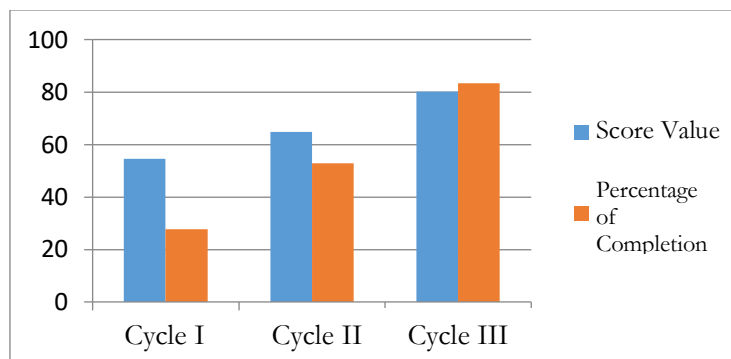

Figure 1. Recapitulation of learning outcomes from cycle I cycle II and cycle III

Efficient learning occurs when individuals have the chance to engage in self-directed activities. Classroom learning involves the transformation of knowledge, attitudes, and abilities (Yamin, 2007). Activity is a very important principle or principle in teaching and learning interaction (Putri et al, 2018). Learning can happen when students actively engage in educational tasks. Yamin (2007) defines active learning as the process of individuals enriching their own knowledge through personal effort.   As students engage in learning, they will witness a transformation and enhancement in their competencies, knowledge, and aptitudes. By fostering a sense of inquisitiveness, students can delve into their own capabilities and turn their interactions into valuable experiences, fueling their thirst for acquiring fresh insights.

Effective social studies education should engage students in active participation, allowing them to explore their full potential, tackle challenges, express their thoughts, and apply their learning to real-life situations. Unfortunately, at SDN 2 Tanjungsari, many students seem disengaged, passive, and inattentive during lessons. Despite this, educators are continually striving to ensure that students grasp the subject matter being taught.

According to Suprijono et al (2011), A learning model serves as a blueprint for organizing and structuring classroom and tutorial instruction. According to Trianto et al (2014), a learning framework is a blueprint used to create classroom learning strategies that focus on managing classroom dynamics.   By following these models, teachers can assist students in acquiring information, concepts, abilities, and cognitive patterns to enhance their understanding.   Familiarity with these learning frameworks can enhance students' learning

skills and establish standards for students to comprehend the various objectives and outcomes associated with each model. The initial round of student activities resulted in a score of 12 (2.4%) with minimal criteria, followed by an improvement to 16 (3.2%) with satisfactory criteria in the second round, and a further enhancement to 20 (4%) with commendable criteria in the third round.

This is in line with research by Chaniago (2022) with the research focus on the utilizing problem-based learning approaches in social studies education has been implemented to enhance the academic performance of students in the fifth grade at SDN 067 Jambur Padang Matinggi, North Panyabungan District with the results in cycle I meeting I of 48% to 62%. In cycle I students were still less active, namely when asked to ask, no one dared to ask. During cycle II student activity has increased such as analysis during group work and in answering test questions. In cycle II meeting I student observation results obtained 75% increased to 87%. This can be seen in the following figure:
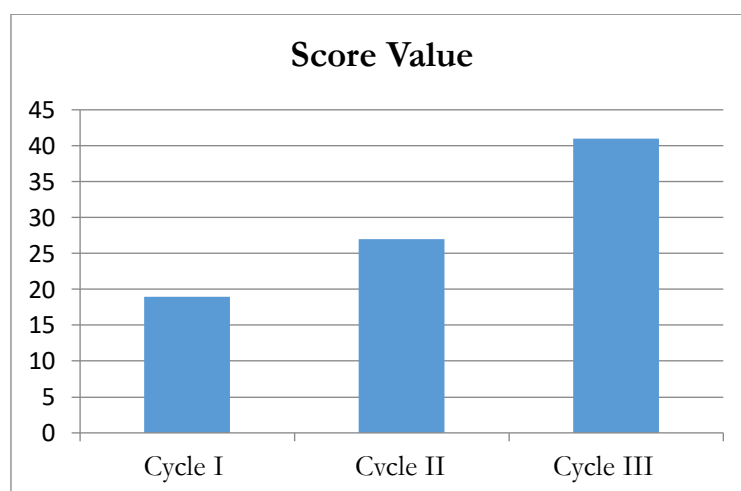

Figure 2. Percentage of Student Activity Cycle I, Cycle II and Cycle III

Based on Figure 2 student activity in the learning process has increased from cycle I by 12 (2.4%). In cycle I students were still less active, namely when asked to ask questions, no one dared to ask. During cycle II student activity has increased such as analysis during group work and in answering test questions. In cycle II student observations obtained 16 (3.2%). In cycle II students began to dare to ask the teacher but there were still students who were still joking in learning so the teacher did it again in cycle III. In cycle III student activity

was better than the previous cycle. The data obtained in cycle III was 20 (4%) with good criteria.

CONCLUSIONS

The teacher's observation significantly improved following the implementation of the Problem Based Learning approach focusing on heroism and patriotism. In the initial cycle, the average score was 2.6, increasing to 3 in the second cycle and further to 3.4 in the third cycle. This indicates a clear progress in teacher observation. Similarly, student learning outcomes showed a noticeable enhancement after using the Problem Based Learning model emphasizing heroism and patriotism. The average outcome score in the first cycle was 54.58, rising to 64.72 in the second cycle and further improving to 80.28 in the third cycle.

Moreover, student activity results also displayed a positive change following the application of the Problem Based Learning model focusing on heroism and patriotism. In the first cycle, the student activity score was 19, increasing to 27 in the second cycle and further to 41 in the third cycle. .

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