

Improving Students' Opinoning Ability and Learning Outcomes Through Problem-Based Learning in VIII grade

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Abstract. This research aims to increase student activity in expressing opinions and student learning outcomes in PPKN subjects by implementing the problem-based learning (PBL) learning model. The type of research used is PTK. The research subjects were class VIII SMP IT Qur'an Al Fath, Sukabumi City students. Data collection techniques use tests, observation data, and activity assessment rubrics. The data analysis techniques used are quantitative and qualitative descriptive. The results of research on learning activity in the pre-cycle were (35.13%) 23 inactive students increased in cycle I to (36.73%) 11 quite active and in cycle II increased to (97%) 33 active students. Meanwhile, the pre-cycle learning results showed completeness of (41%) 15 students then increased in cycle I to (54%) 20 students and (81%) 30 students in cycle II. In this way, the hypothesis proposed by the researcher has been proven to be true, so it can be concluded that the application of the Problem-based learning (PBL) learning model can increase student activity in expressing opinions and learning outcomes for VIII grade SMP IT Qur'an Al Fath, Sukabumi City. Therefore, applying the problem-based learning (PBL) learning model can increase the activity and learning outcomes of class VIII students at SMP IT Qur'an Al Fath, Sukabumi City.

Keywords: *Problem Based Learning; Activity; Expressing Opinion; Learning Outcomes*

INTRODUCTION

Education is the gateway to a better life by fighting for the smallest things to the biggest things that every human being would normally go through (Schunk, 2023). Education is a provision to pursue everything a person targets in his life so without education, logically everything he dreams of will be very difficult to achieve. Education is a human effort to shape personality in accordance with the values that exist in society and culture (Casika, Lidia and Asbari, 2023). Education is a human effort to shape personality in accordance with the values that exist in society and culture. then with education a social and personality human will be formed.

Education has an important role in the formation of individuals and the development of society (Carpenter, 2023). Education is not limited to youth alone; it is a lifelong process (Voos, 2023). People can continue to learn and develop their skills throughout their lives. It is the foundation for the knowledge and skills that enable a person to succeed in life and contribute to social, economic, and cultural progress. The main subject in the educational development process is "educational personnel" who are members of the community who have been appointed to support the implementation of education (Bariyah, Jannah and Ruwaida, 2023) Their task is to develop abilities and shape the character and civilization of a dignified nation

in order to make the nation's life more intelligent. Then Teachers or educators are central figures in education. They are responsible for teaching, modeling, and guiding students in the learning process (Sari, Febriyana and Artha, 2023). The human quality desired by the Indonesian people in the future is one that is able to face increasingly fierce competition with other nations in the world. This requires us to continue to improve the quality of our education, skills and knowledge, so that we can compete globally. Apart from that, we also need to maintain the cultural and national values that make us a strong and united nation to face various challenges in the future. With superior human quality, Indonesia can become a highly competitive country and play an active role in the international arena. This is resulted from providing quality education (Alviana *et al.*, 2023).

Education is a very multidisciplinary, interdisciplinary and cross-disciplinary field of knowledge (Trommsdorff, 2001). This means that education has a very broad scope. In line with the goals of education, in every era there are always updates in the education system.

Education is the process of acquiring knowledge, skills, values, and understanding through various formal and informal means (Silva, 2023). It is a fundamental aspect of human development that involves structural learning typically in schools, colleges, and universities and self-directed learning

throughout one's life. Education plays the advancement of society by equipping individuals with the tools and knowledge needed to succeed in various aspects of life (Coons, 2023). It encompasses a wide range of subjects and disciplines, from mathematics and science to the arts and humanities, and is a key driver of progress and innovation in the world. Overall, education plays an important role in shaping individuals, society, and social and economic development. It is an important investment in the future (Clark, 2023).

Education and learning are essential aspects of personal and societal development (Khoerudin and Supendi, 2022). Education refers to the formal process of acquiring knowledge, skills, values, and attitudes through structured instruction, typically in schools, colleges, and universities (Zourmpakis, 2022). On the other hand, is a broader concept that encompasses the acquisition of knowledge and skills through various means, including formal education, informal experiences, self-study, and lifelong learning. Education serves as a structured system that provides individuals with a foundation of knowledge and skills, enabling them to navigate the world, pursue careers, and contribute to society. It can also foster critical thinking, problem-solving abilities, and personal growth, while learning is the process used to achieve these goals. So, Effective quality learning can improve the quality of education and contribute to better

individual and societal development (Burnyeat, 2023).

A study is a systematic and organized examination, investigation, or analysis of a particular subject, topic, or phenomenon, often conducted to gain knowledge, understanding, or insights (Albanese and Mitchell, 1993). Studies can take various forms, such as scientific research, surveys, experiments, or academic research, and they are typically aimed at expanding our understanding of a specific area of interest or answering specific questions through empirical evidence and data collection (Zain dkk, 2010).

Learning is acquiring new knowledge, skills, or understanding through study, experience, or teaching (Hosseini, 2020). It involves the absorption of information, the development of expertise, and the ability to apply what has been learned in practical situations. Learning can take place in various forms, including formal education, informal education, informal experiences, self-study, and hands-on practice. It is a fundamental aspect of human development and is essential for personal and professional growth (Wilis Dahar, 2006). In learning activities, it is necessary to choose the right strategy so that learning objectives can be achieved. Learning objectives must be "behavioral" or in the form of behavior that can be observed, and "measurable" or can be measured (Meece, 2023). Measurable means that it can be accurately assessed whether the learning

objectives set at the beginning of the learning activity can be achieved. This is where the importance of learning strategies lies, namely determining all the steps and activities that need to be carried out so that they can provide learning experiences to students (Tan, 2021). This can help students to achieve the learning goals that were set at the beginning of the learning activity. So, learning strategy is the instructor's decision in determining the various activities to be carried out, the facilities and infrastructure used, the type of media used, the material provided, and the methodology used to carry out learning activities (Utari, Hikmawati and ..., 2020). It is hoped that students can gain the experience needed to achieve the desired learning goals, namely changes in behavior. In other words, a learning strategy is a condition created by the instructor deliberately (such as methods, infrastructure, materials, media, and so on so that students are facilitated (made easier) in achieving the set learning goals.

Each learning strategy has its own strengths and weaknesses, and the choice of strategy depends on the learning objectives, classroom context, and student characteristics (Lestari, Pratiwi and ..., 2022). It is important for teachers to choose strategies that suit the subject matter and the needs of their students.

Good and successful learning has high student learning potential and there are changes in the student's cognitive, affective, and psychomotor domains in accordance with the expected learning objectives (Hargreaves,

1995). Learning can be understood as an activity carried out by teachers in managing and organizing the learning environment as well as possible and connecting it with students so that the learning process occurs.

Problem-Based Learning or can be abbreviated as PBL is a form of innovative learning method that is student-centered (student-centered learning) . So that, it can provide active learning conditions and place lecturers or teachers as facilitators and expose students to concrete problems that exist around them (Gallagher, Stepien and ..., 1992). Thus, students are believed to be able to find problems and produce their own knowledge. Not only that, PBL also encourages cooperation among students (Nugraha, Ginanjar and ..., 2018). They work in small groups to solve problems together, share ideas, and learn from each other. The PBL process places students in an active role in their learning and develops critical skills such as problem solving, teamwork, communication, and application of knowledge in real-world contexts. It is a learning method that encourages critical thinking, creativity, and deep understanding (Allen, Donham and ..., 2011).

Celik (Celik et al, 2011) definitively states that Problem-Based Learning (PBL) is a method based on constructivist theory which is quite effective in helping students acquire a skill. Constructivism is a view that relies on the idea that everyone constructs their own perspective on the world through

experience (Zhang, 2023). In constructing knowledge, students are required to have a basis for making hypotheses and have the ability to test them, solve problems, look for answers to the problems they encounter, then reflect, and express ideas and ideas so that new constructions are obtained. Piaget, in his equilibration theory, actually recommended that in the learning process, there should be logical experiences given to students (Etzrodt, 2021), so that students feel the usefulness of the material they are studying and encourage continuous changes in learning. Meanwhile, in the learning revolution, said that the main characteristic of meaningful learning is that students can feel the benefits of the subject matter they study at school in their daily lives (Khanafer, 2020). A similar thing that learning must be beneficial for the students who study (Gebhart, 2023). For this reason, teachers must be able to create a connection between a topic and students' daily lives, as well as celebrate each student's success with the key to meaningful learning strategies. In other words, if a learning strategy is able to provide meaning to students regarding what they are learning, the teacher has actually implemented competency-based learning (Kim, 2023). Then, this competency is very important in the educational process, because it aims to prepare individuals to be successful in personal, academic and professional life (Khoerudin *et al.*, 2023).

Many studies have been conducted that examine problem based learning, including:

research on the effectiveness of PBL in improving learning outcomes, the research results show that this depends on good implementation and support from teachers (Mahabu, 2023), Research conducted by Rojas shows that problem-based learning is an educational approach that allows students to strengthen their love of science and reflect on the meaning of life (Rojas-Martínez, 2023), This shows that problem based learning not only helps them in their education, but also in their personal and professional development. Then research conducted by Nisa, which shows that implementing PBL can improve skills in research, critical thinking and scientific writing. Additionally (Nisa, 2023), it also prepares them to face future research assignments and deepens their understanding of a particular topic. Further research shows that Problem Based Learning has a significant effect on students' writing performance as well as their critical and creative thinking abilities (Helaluddin, 2023), research that aims to investigate the effect of using the Problem Based Learning Model (PBL) with a multi-representation approach on improving students' critical thinking abilities (Mohamad, 2023), Even problem-based learning is used as a pedagogical framework for teaching programs at every level of education (Munoz-del-Campo, 2023), not only that, PBL is able to achieve success in teaching English using computer-mediated terminology pre-training in educational institutions (Lee, 2023), The

Effectiveness of the Blended Learning Model Problem Based Learning-Group Investigation (PBL-GI) on the Critical Thinking and Problem Solving Abilities of Middle School Students (Nur Azizah, 2021), The problem-based learning model is also effective in terms of self-confidence, mathematics learning achievement, and problem-solving skills (Ismail, 2018), The increase in student learning outcomes through the problem-based learning model was apparently higher than the increase in student learning outcomes who were not treated with the problem-based learning model (control class) (Batubara and Ammy, 2018), Problem-based learning focuses on investigative activities that can bring out creative thinking abilities and curiosity (Mardhiyana and Sejati, 2016).

Previous research mostly examined PBL on critical thinking, either in groups or individually in carrying out research. Different from the research that researchers are currently studying, this research focuses on students' ability to express opinions through the PBL method in students at SMP IT Qur'an Al Fath, Sukabumi City. This research is very important to research with the aim that through the PBL method students will not only be able to think critically but also have the ability to express the opinions they think.

In school learning, learning strategies are generally designed by teachers according to the needs of the subjects they manage (Jhonson, Jhonshon and Holubec, 2017). In

fact, this approach is good, if done correctly and consistently. Therefore, the existing approach needs to be developed further so that learning events are able to provide meaning for students who learn (Masril *et al.*, 2020). This can be done effectively, if only human resources (in this case, teachers, lecturers or lecturers) are able to relate each material they teach to students' daily lives. Preliminary studies taken by means of interviews and observations at SMP IT Qur'an Al Fath, Sukabumi City stated that Lack of student interest in Civics subjects, uncertainty about Civics material which causes students to feel bored and fed up when studying Civics, lack of learning resources, ineffective evaluations. This causes student learning outcomes in Civics subjects to be relatively low.

Based on the problem identification above can be identified in the formulation are a) How to increase activity and results study student use model problem-based learning (PBL) learning for students' VIII grade SMP IT Qur'an Al Fath, Sukabumi City, b) Is it through problem-based learning model (PBL) can increase the activeness on expressing opinion of students VIII grade SMP IT Qur'an Al Fath Sukabumi City especially on PPKN. c) Is through problem-based learning model (PBL) can improve the learning outcomes of students' VIII grade SMP IT Qur'an Al Fath Sukabumi City, especially on PPKN. From In accordance with the problem formulation above, the objective study is a) Describe the

steps to increase activeness in expressing opinions and learning outcomes students use learning problem-based learning (PBL) model in VIII grade SMP IT Qur'an Al Fath Sukabumi City. b) To increase activity students in expressing opinions using the problem based learning (PBL) model in class VIII SMP IT Qur'an Al Fath Sukabumi City. c) To increase results study students in PPKN with use problem-based learning (PBL) model in VIII grade SMP IT Qur'an Al Fath Sukabumi City.

RESEARCH METHODS

This research used classroom action research (CAR). That is a systematic approach to improving teaching and learning in educational setting. It involves teachers or educator conducting research within their own classroom to address specific problems, enhance instructional practices and make informed decisions about curriculum and teaching methods (Iskandar, 2012).

In its implementation, research involves several parties or is often referred to as collaborative or cooperative research, which is a form of research in which individuals or teams from various backgrounds, institutions or scientific disciplines work together to achieve common research goals. This research approach fosters synergy and knowledge sharing, allowing researchers to combine their expertise, resources, and perspectives to tackle complex problems and make more significant progress

in their respective fields. In sum, collaborative research is a powerful approach that can accelerate scientific progress and innovation by bringing together the collective expertise of researchers from various backgrounds and institutions to address complex and important questions. It is a cornerstone of many scientific and academic endeavors.

This research activity was carried out in the odd semester of the 2023/2024 academic year and done in stages. Begins from planning stage, implementation stage and reporting stage. a) Preparatory stage the research was conducted between June until July. Research preparation stage This consists of preparing the title, arrangement proposals, lesson plan, instrument study, request for permission letter for observation, test validity and reliability of questions as well as for research place. b) Implementation stage, the research was carried out between August until October 2023. Implementation stage includes activities that later it will be done at school to pick up data. c) Research report preparation stage held in October. to arranged report study covers data management and report preparation for exam preparation.

Data collection includes observations, tests and rubrics. Observation is used to obtain data about student behavior and activities, while activity rubrics are used to measure student activity in expressing opinions and tests are used to measure learning outcome assessments.

Data analysis technique using qualitative description, namely to describe the research results. Meanwhile, quantitative descriptions to describe the results achieved in numerical form.

This quantitative and qualitative data analysis technique was used to measure the activeness of class VIII students at SMP IT Qur'an Al Fath in expressing opinions and student learning outcomes in PPKN subjects. The success indicators used reach the active category and learning outcomes achieve learning completion with a KKM >75.

DISCUSSION

Activeness In Expressing Opinions

Researchers used two cycles for achieve research objectives. In this first cycle held three meetings with using or through a model problem-based learning (PBL). The following can be seen, comparison of learning activity in class VIII SMP IT Qur'an Tahfidz Qur'an Al Fath starting from the beginning of the pre-cycle stage (initial conditions), cycle I and cycle II on recapitulation obtained from research through a problem-based learning model. Below you can see the results of the rubric for activeness in expressing opinions in pre-cycle conditions

Table 1. Results of Student Activity Rubric in Pre-Cycle

Level of Mastery competence	Category	Precycle	
		F	%
90%-100%	Very active	0	90%-100%
80%-89%	Active	2	80%-89%
65%-79%	Quite Active	10	65%-79%
55%-64%	Inactive	20	55%-64%

<55%	Very Inactive	3	<55%
Total Class Score		1885	
Class Average		50,94	
Class Criteria		Inactive	

Table 2. Results of Student Activity Rubric in Cycle 1

Level of mastery competence	Category	Cycle 1	
		F	%
90%-100%	Very active	0	90%-100%
80%-89%	Active	2	80%-89%
65%-79%	Quite active	11	65%-79%
55%-64%	Inactive	23	55%-64%
<55%	Very in active	0	<55%
Total Class Score		1864	
Class Average		50,37	
Class Criteris		Inactive	

Table 3. Results of Student Activity Rubric in Cycle 2

Level of mastery competence	Category	Cycle 2	
		F	%
90%-100%	Very active	2	90%-100%
80%-89%	Active	25	80%-89%
65%-79%	Quite active	7	65%-79%
55%-64%	Inactive	2	55%-64%
<55%	Very inactive	0	<55%
Total Class Score		2463	
Class Average		66,66	
Class Criteria		Active	

Based on tables above. it can be It can be seen that there is an increase in activity student learning as indicated by there was an increase in the class percentage in cycle I and cycle II. In the precycle can be seen inactive category 59.46% in cycle I to 72.98% increase in cycle II it becomes 0%. In the precycle can be seen quite active category 29.72% in cycle I it increased to 24.32% in cycle II to 16.21%, On pre-cycle can be seen active category 5.41% in cycle I 2.70% increased in cycle II to 78.38%. In the

precycle it can be seen very active category 0%, in cycle I 0% increased in cycle II to 5.40% In the inactive category in cycle I occurs decreased, but in cycle II students were required to be more active in expressing opinions in discussion groups so deep In cycle II, no students were found entered the inactive category.

There was an increase significant of these two stages. Learning activeness of expressing opinion can be interpreted as an activity carried out by students during the learning process, where Students take an active role in the process of expressing opinion, so that students gain experience, knowledge, understanding and other aspects of what which has been done. Activeness of expressing opinion carried out in class occurs when there are activities carried out by teachers and students. This is in line with what the research states that learning activeness of expressing opinion is activeness mental in the process learning and teaching activities to achieve success of the teaching and learning process (Santos-Rego, 2020). Also in line with research showing that the PBL Process places students in an active role in their learning and develops critical skills (Uluçinar, 2023).

Learning Outcomes

Comparison of learning outcomes in aspects students' cognitive abilities from before acting (precycle), cycle I, and in cycle

II thereafter done observation moment process learning to obtain the following data:
 Table 4. Student Learning Outcomes Pre-cycle conditions

Completeness	Grade	Precycle	
		F	%
Complete	75-100	15	41%
Incomplete	<75	20	59%
Average		69,46	

Table 5. Student Learning Outcomes cycle 1

Completeness	Grade	Cycle 1	
		F	%
Complete	75-100	20	54%
Incomptele	<75	15	46%
Average		73,37	

Table 6. Student Learning Outcomes cycle 2

Compteteness	Grade	Cycle 2	
		F	%
Complete	75-100	30	81%
Incomplete	<75	5	19%
Average		83,06	

Based on tables above, it can be seen there is an increase from the pre-cycle in value completion was 41% then increased in cycle I to 54% and in cycle II to 81%. Students who do not complete are given follow-up with 83.06 remedial in the form of tasks done at home. Thus, the model problem-based learning (PBL) can improve student learning outcomes in the VIII grade SMP IT Qur'an Al Fath Sukabumi city.

This is in accordance with research conducted by Isma et all (Isma *et al.*, 2022) and Agustin (Agustin, 2013). The research show that PBL can improve student learning outcomes.

Discussion

Based on the acquisition of learning outcomes and students' activeness in expressing opinions obtained in the cycle I and in cycle II it was concluded that this occurred increase in learning outcomes and activeness students in learning. So it's proven that through a learning model problem based learning (PBL) with carry out based learning activities problems, group collaboration and discussion can increase activeness in expressing opinions at students's VIII grade SMP IT Qur'an Al Fath Sukabumi City.

The result of this research is in line with what has been stated by Kristin (Christina and Kristin, 2016) that learning outcomes are is a change in student behavior after following lessons occurs due to the environment learning that is deliberately created by the teacher through selected learning model and used in learning.

Apart from that, the results of this research have complement and strengthen research previous research as has been done conducted by Normala Rahmadani (Rahmadani and Anugraheni, 2017) where by applying the problem model based learning (PBL) can be used for increase student activity. Problem Based learning is also used by Riana Rahmasari (Rahmadani and Anugraheni, 2017) in his research proves that problem based learning (PBL) can improve the quality of learning. Based on the research above prove that the learning model problem-

based learning can improve quality of learning.

What differentiates this research with previous research, namely research This aims to increase the activeness of expressing opinions in class VIII SMP IT Qur'an Al Fath Sukabumi City. Because in the learning process students are required to actively seek or discover for oneself problems raised by teachers and students. Activeness in expressing opinions can be interpreted as: activities carried out by students at the time implementation of the learning process, where Students participate actively in expressing opinions on class, so that thereby students capable obtain experience, knowledge, understanding and aspects others about what has been done. Activities carried out in class occur when there are activities carried out by teachers and students. What is meant by active learning in terms of This is physical activity or mentally in the process of learning activities and teaching to achieve success teaching and learning process (Boye, 2023).

Excellence in this research compared with other studies, namely in this research the application of the model problem-based learning (PBL) learning by measuring students' activeness in expressing opinions and results student learning in PPKN subjects. Activeness is measured by use a rubric to find out each student who are active or inactive in a way tick the available indicators, namely the score very high (4), high (3), medium (2)

and low (1). With data processing techniques use PAP type 1 to find out class average regarding activity scores and strengthened by observation through sheets observations made by the teacher. Therefore, learning outcomes are measured using test questions multiple choice form to make things easier students and the results obtained are more accurate. Interviews with teachers were also conducted to support the results obtained from efforts to increase activeness in expressing opinions and results study students through models Application of Environment-Based Inquiry Learning to improve PPKN Activities and Learning Results Problem Based Learning learning (PBL).

CONCLUSION

Based on the research results above, the application of the problem-based learning (PBL) learning model can be used to increase student activity in expressing opinions and learning outcomes for class VIII SMP IT Qur'an Al Fath Sukabumi City in the first semester of the 2023/2024 academic year. The results of research on learning activity in the pre-cycle were (35.13%) 23 inactive students increased in cycle I to (36.73%) 11 quite active and in cycle II increased to (97%) 33 active students. Meanwhile, the pre-cycle learning results showed completeness of (41%) 15 students then increased in cycle 1 to (54%) 20 students and (81%) 30 students in cycle II. In this way, the hypothesis proposed by the researcher has been proven to be true,

so it can be concluded that the application of the Problem-based learning (PBL) learning model can increase student activity in expressing opinions and learning outcomes for VIII grade SMP IT Qur'an Al Fath, Sukabumi City. The suggestion that the researcher can convey is that it is hoped that the Problem Based Learning (PBL) learning model can be used as an option that can be used by teachers in learning. Problem-based learning is to foster active learning, critical thinking, and problem-solving skills while also preparing students for the complexities of the real world. It's approach that goes beyond rote memorization to develop well-rounded, independent learners.

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