



ANALYSIS OF THE APPLICATION OF THE PROBLEM BASED LEARNING MODEL IN MULTI-GRADE TEACHING COURSES (PKR) At PGSD UMN AL WASHLIYAH MEDAN

Nurmairina¹, Mardhatillah², Hasanah³, Nila Lestari⁴, Nurhafni Siregar⁵

^{1,3,4,5}Universitas Muslim Nusantara Al- Washliyah, Indonesia

²Universitas Negeri Malang, Indonesia

*nurmairina@umnaw.ac.id**, *mardhatillah.pasca@um.ac.id*, *hasanah@umnaw.ac.id*,
nilalestari@umnaw.ac.id, *nurhafni.siregar@umnaw.ac.id*

Abstract

students, especially the PGSD study program, so that students understand Multi-grade learning well, a problem based learning model is used. From the application of the problem based learning model, it will be analyzed how PGSD UMN AL Washliyah students understand multi-grade learning subjects. This research was conducted on multi-grade teaching courses and analyzed the results of applying the problem based learning model to PGSD students. From the research results, it is known that lecturers have implemented the problem based learning model in accordance with the syntax of the Problem Based Learning model. The student scores include 75% of students getting very good scores and 20% of students getting good scores. While 2.5% of students got quite good grades and 2.5% of students got fair grades. From the results of this research, it can be seen that the Problem Based Learning model can improve student learning outcomes by as much as 75%.

Keywords: *Problem Based Learning Model, Multiple-Grade Teaching Courses, Primary Teacher Education.*

A. Introduction

Human resources are greatly influenced by education, especially basic education. One thing that must be improved is human resources, starting with improving the quality of graduates from various aspects, one of which is universities as providers of human resources.

*Corresponding author

To improve the human resources of elementary school teachers, as PGSD lecturers, they have the responsibility to carry out meaningful learning for students in class, so that students have adequate knowledge and skills. Therefore, lecturers are obliged to create or create more meaningful classroom situations for students, by applying various interesting learning models or methods, so that students can master the lecture material well.

An appropriate learning model can be used as a support for the learning process and will provide motivation in increasing students' learning activeness, as well as improving students' learning outcomes. (Sulisti Khairani 2022). One learning model that can be used in the teaching and learning process is the problem based learning model, this is in line with several previous research results including, according to Sarah et al (2021) The application of the Problem Based Learning (PBL) model in learning can improve student learning outcomes. Furthermore, from the research results of Riky Nur Cahyo, et al, (2018), the use of the Problem Based Learning (PBL) learning model with the help of audio-visual media can improve the learning process and student learning outcomes.

From the results of the study above, researchers will analyze the application of the problem based learning (PBL) model in Multi-grade Learning (PKR). Based on previous research, it is known that the problem based learning model is very good to apply in the learning process, especially for students so that the problem solving process can be applied.

Multi-grade Learning (PKR) is one of the mandatory courses in the UMN Al Washliyah PGSD study program which aims to facilitate students' understanding of Multi-grade Learning (PKR). Managing Multi-grade classes is one of the skills that prospective elementary school teachers must have. This is because at the elementary school level, Multi-grade learning (PKR) often occurs, this can be proven through news in the mass media regarding the implementation of Multi-grade learning (PKR) in various regions.

This problem of multi-grade learning (PKR) does not only occur in remote areas, but can also occur in schools in urban areas. This is caused by various factors, including geographic, demographic factors, lack of classrooms, natural disasters and other factors that often occur. This happened because the teacher was not present at school. This results in teachers having to be able to hold empty classes.

In teaching the Multi-grade Learning (PKR) course, researchers analyzed the results of applying the problem-based learning model because through this model students can find out how to solve problems that occur at school according to existing conditions, and can determine what Multi-grade model is appropriate. problems that occur in the field.

From the results of this research, the researcher wants to know how the problem based learning (PBL) model is applied in the Multi-grade Learning (PKR) course including the extent to which the model is effective in student learning outcomes and understanding of PGSD UMN Al Washliyah Medan students in this course.

B. Method

The type of research used in this research is quantitative descriptive. The subjects used in this descriptive research were all 40 students in the sixth semester of PGSD UMN Al-Washliyah. Meanwhile, the object of this research is analyzing the results of applying the problem based learning model to the Multi-grade Learning (PKR) course. The instruments used to find out how the process of implementing problem based learning mode is through observation sheets, interviews and documentation. The data analysis techniques that will be used are descriptive and descriptive qualitative..

C. Finding and Discussion

This research was conducted on PGSD UMN Al Washliyah Medan students with the aim of finding out the application of the problem based learning (PBL) model carried out by lecturers in the Multi-grade Learning (PKR) course. The Problem Based Learning (PBL) model is a way of teaching using real problem solving, a process where students analyze a problem, followed by group work, feedback, discussion which can function as a springboard for conducting investigations and investigations to produce a conclusion. In this way, students are encouraged to be more actively involved in learning material and develop critical thinking skills. Researchers took several steps to find out how the process of implementing the problem-based learning model in Multi-grade Learning (PKR) courses was done by observing and looking at student learning outcomes in Multi-grade Learning (PKR) courses.

1. Finding

Based on the results of research conducted, researchers know that the learning carried out by lecturers in the Multi-grade Learning (PKR) course is in accordance with the procedures or steps of the problem based learning model. This can be seen from the steps implemented by the lecturer when carrying out Multi-grade learning (PKR). The learning stages carried out by the lecturer in charge of the Multi-grade Learning (PKR) course can be seen in the following activity steps.

First, student orientation to problems, this has been done by the lecturer by explaining the purpose of the lecture material, explaining the requirements needed, and motivating students to be involved in problem solving activities provided by the lecturer. Here the lecturer provides a problem related to the student's experience when studying.

at school and linked to personal experiences, for example when schools face problems with a shortage of teachers, a shortage of classes or a natural disaster

Second, organizing students to study, this has been done by lecturers by assisting students in defining and organizing learning tasks related to multi-grade learning (PKR) problems.

Third, guiding individual or group experiences, this has been done by lecturers through students by collecting appropriate information, through problem solving provided by lecturers, students can access it via the website that has been provided. to get the right explanation and problem solving for the given case. This can be seen in the following image.

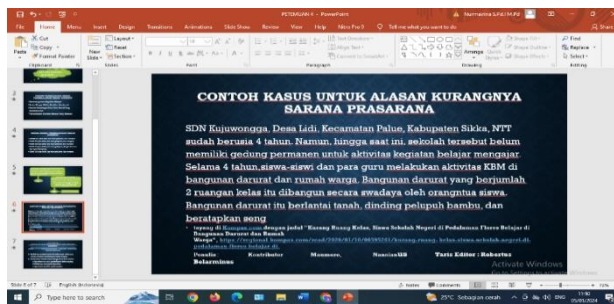


figure 1. screenshot of the problem

From the picture above, the lecturer instructed the students to solve several problems in the case above, after that the students worked according to the directions of several problems which would be analyzed by the students together. For more clarity, you can see the following picture..

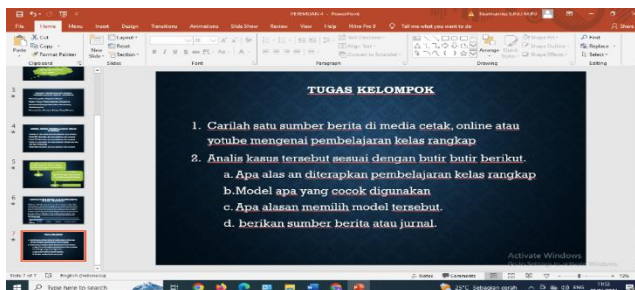


figure 2. screenshot of resolved issue

Fourth, develop and present the results of the work, at this stage the lecturer helps students in planning and preparing appropriate results such as analysis reports regarding solving problems that occur from the cases given, and helps students to share assignments with other students.

Fifth, Analyzing and evaluating the problem solving process, here the lecturer orders students to reflect or evaluate the results of their problem solving. Here the lecturer asks students to do a presentation regarding the results of solving the problem

that has been given. Next, lecturers and students strengthen how to complete Multi-grade learning if it occurs at school.

To see the analysis of the application of the Problem Based Learning Model in Multi-grade Learning (PKR) courses, researchers conducted an analysis of student learning outcomes in Multi-grade Learning (PKR) courses. The following are student learning outcomes using the Problem Based Learning Model in Classroom Learning Courses Double (PKR).

Table. 1 student learning outcomes using the Problem Based Learning Model

Number of Students	Value	Percentage	Information
30	90– 100	75 %	Sangat baik
8	80 – 89.99	20%	Lebih baik
1	75 – 79.99	2.5 %	Baik
1	60 – 74.99	2.5%	Cukup baik

From the table above, it can be seen that the student learning outcomes using the Problem Based Learning Model for Multi-Grade Learning (PKR) courses are 30 students getting good grades between 85 to 100 and 5 people getting grades 80 to 89, and 2 people getting grades 75 to 79 and 1 got a score of 60-75.

2. Discussion

From the results of the research data presentation, it is known that the Problem Based Learning Model has been implemented well in Multi-grade learning (PKR) courses. This can be seen from the results of learning observations in the Multi-grade Learning (PKR) course using the Problem Based Learning Model. This learning was applied to 30 PGSD UMN AL-Washliyah students. Learning is carried out using the Problem Based Learning Model in the material for determining the Multi Class Learning (PKR) model that will be used according to the problem to be solved. Learning has been carried out according to the steps of the Problem Based Learning Model. First, students are faced with a phenomenon that they have to solve or what is called student orientation to the problem. Second, students can define and organize learning tasks related to multi-grade learning (PKR) problems or organizing students to study. Third, through problem solving provided by the lecturer, students can access the website to solve problems given with the group or what is known as guiding individual or group experiences. Fourth, students prepare and present analytical reports regarding solving problems that occur from the cases given by sharing assignments with other students or developing and presenting the results of their work. Fifth, students make presentations regarding the results of problem solving that have been resolved, then lecturers and students make reinforcements regarding how to solve Multi-grade learning (PKR) problems that occur at school or analyze and evaluate the problem solving process.

This is in line with the results of research conducted by, Anifatul Fitroh, et al. According to him, the problem-based learning model that the teacher has implemented has met implementation standards. The syntax for implementing the problem based learning model has been fulfilled, such as the implementation steps. Standardly, the problem based learning model consists of 5 phases, starting from the phase of orienting students to the problem, organizing students to learn, guiding individual/group experiences, developing and presenting results, analyzing and evaluating the results of problem solving.

According to Ilham Andhy Prasetyo et al, the use of the PBL learning model is considered quite good for teaching and learning activities in schools. Students can think critically to solve a problem. This is in line with the research results obtained. This can be shown through the learning results obtained by PGSD students in the Multi-grade Learning (PKR) course showing good results, namely 30 students got good grades between 85 to 100 and 5 people got grades of 80 to 100. 89, and 2 people got a score of 75 to 79 and 1 got a score of 60-75. From the scores above, the percentage of students who got excellent scores can be seen in the following picture.

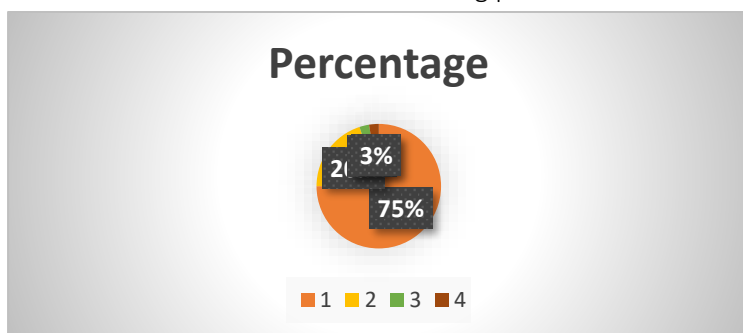


Figure 3. percentage of student grades

From the picture above it can be seen that 75% of students got very good grades and 20% of students got good grades. And 2.5% of students got quite good grades and 2.5% of students got fair grades. The research results obtained are in line with Nila Lestari, et al. Based on classical completeness data from cycles 1 and 2, it shows that there has been an increase in the results of writing narrative essays using the problem-based learning model, namely 47.62%. Students' responses to learning to write narrative essays using the Problem Based Learning Model were very positive. This can be supported by observation data on student learning activities, and field notes when learning the Problem Based Learning model, students stated that they were very happy to take part in learning using the Problem Based Learning Model.

The Problem Based Learning model has many advantages, apart from being able to improve student learning outcomes, it can also improve critical thinking skills. This is

in line with research by Dewi Ratna Sari et al that the Problem Based Learning Model is learning that emphasizes problems and involves solving problems that can lead students to think critically.

D. Conclusion

From the research conducted by researchers, it can be concluded that the lecturers who teach Multi-Grade Learning (PKR) courses have used the Problem Based Learning Model well, this can be seen from the lecturers' steps when teaching which are in accordance with the Problem Based Learning syntax. Student learning outcomes show very good.

The suggestion of this research is that it can be used as a source of reference for students when they become teachers who are able to apply the Multi-grade Learning (PKR) model well in accordance with theory and not Multi-grade which usually occurs in the field.

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