

## **Application of LKPD Social Studies Based Collaborative Learning Model Structured Problem Solving Type in Improving the Completeness of Class VII Students' Learning Outcomes at SMP Negeri 1 Tenggara Seberang**

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### **ABSTRACT**

Application of Social Worksheets Based on Collaborative Learning Model Structured Problem Solving Type in Improving Mastery of Student Learning Outcomes aims to determine the completeness of class VII A students' learning outcomes at Tenggara Seberang 1 Public Middle School by implementing Social Worksheets based on the Collaborative Learning Model Structured Problem Solving Type and knowing how to apply Social Worksheets based on the Collaborative Learning Model of the Structured Problem Solving Type in improving the completeness of class VII A students' learning outcomes at SMP Negeri 1 Tenggara Seberang.

This type of research is classroom action research (PTK) which is carried out in two cycles with research flows namely planning, implementing, observing, and reflecting. The subjects of this study were 32 students in class VII A of SMP Negeri 1 Tenggara Seberang. The technique of collecting data in this study uses observation sheets, learning achievement tests and documentation. Research data analysis techniques using qualitative and quantitative descriptive analysis techniques. The indicator of success is 75% of the number of students reaching the specified KKM, which is  $\geq 75$ .

The results showed that there was an increase in the completeness of student learning outcomes with the implementation of the IPS LKPD based on the Collaborative Learning Type Structured Problem Solving model in each cycle, in cycle I the average value of student learning outcomes was 70 (59.3%) while in cycle II it was obtained the average value of student learning outcomes is equal to 82.3 (81.25%).

From the results of the research that has been done, it can be concluded that by using social studies worksheets based on collaborative learning models of the structured problem solving type, it can improve the completeness of student learning outcomes. This can be seen from the difference in the increase in mastery learning outcomes (cycle I to cycle II of 21.95%).

**Keyword:** Learning Outcomes, Collaborative, LKPD, Structured Problem Solving

### **INTRODUCTION**

Education is a vehicle to improve and develop the quality of human resources. Efforts to improve the quality of education are continuously carried out both

conventionally and innovatively (Fitari, 2015:99). Education is able to support development in the future by developing the potential of students, so that those concerned are able to face and solve the problems of life they face (Suhendri, 2013: 106). Education through the learning process certainly cannot be separated from the role of a teacher. The teacher plays an important role in the learning process because the teacher acts as the most dominant channel of information to students (Suprijono, 2010:15)

A good learning process is that students are required to be active during the learning process. The teacher gives material and students absorb the information provided by the teacher, but students must also be involved in activities during the learning process (Fithriyah, 2018: 2). Learning should direct students more so that they have a harmonious life, namely living together with others, respecting each other's opinions, respecting people who speak, responsibility, willing to sacrifice and have a big heart. Ways that are felt to be able to drive the learning process like this, namely through cooperative learning in collaboration.

The development of the world of education is always changing for the better. These changes include changes to curriculum, learning media, teaching methods and learning models. Changes to a curriculum often only focus on changing documents, but the implementation of learning, creating a learning atmosphere, methods of evaluating or assessing learning, often do not change (Jatmoko, 2013: 5). Curriculum 2013 is a new paradigm for curriculum development. Based on an analysis of abilities that are important and needed in the 21st century, the 2013 Curriculum emphasizes modern pedagogic dimensions in learning, namely using a scientific approach (Auliya, 2017: 3).

The development and implementation of the curriculum requires facilities and infrastructure that support and facilitate learning models, plans and strategies. Media is used as a tool that supports learning models and helps facilitate the needs of students in understanding, exploring and developing the knowledge being studied. One of the learning media used to support learning objectives is the LKPD media (Student Worksheets) (Zakaria & Hidayah, 2015:33)

In the syllabus, social studies material in class VII relates to understanding the concept of space (location, distribution, potential, climate, shape of the earth's surface, geology, flora and fauna) and the interaction of space in Indonesia and its influence on human life in economic, social, cultural and education contained in Basic Competency (KD) (3.1). Teachers must make a learning design and learning tools that are systematic

and structured, because the existence of learning tools is very important to support the expected success of learning. There are many learning tools that must be used by teachers, one of which is the Student Worksheet (LKPD). Learning that is centered on finding ideas requires Student Worksheets (LKPD) in the learning process. The essence of LKPD is a guide for students to carry out activities. The use of LKPD is expected to minimize the role of educators, activate students and make it easier for students to understand the material provided (Auliya et al, 2017: 3)

In addition, the teacher must also choose a learning model that can be applied by the teacher in the learning process. One learning model that can involve students in learning activities is a collaborative learning model. In social studies worksheets based on collaborative learning with the structured problem solving type, it is expected that students can work together or individually in solving existing problems.

Based on a survey conducted by researchers on February 20 2019 at Tenggarong Seberang 1 Public Middle School, the social studies learning process is still teacher-centered, so many students are not actively involved in the learning process because many students gain knowledge about human life and the environment only from books. suggested and explained by the teacher.

Another problem found is that the social studies learning process that takes place does not pay attention to scientific processes/scientific methods that students must understand systematically to solve a problem of phenomena that exist in the student's environment through an experimental or experimental activity, but many methods are still applied. demonstration. That is, providing sufficient space for the growth and development of students' self-potential, practicing problem-solving processes, and applying Social Sciences in real life through independent experimental activities is still rarely done.

Learning can be carried out well if the learning tools used are in accordance with the objectives, one of the learning tools is the Student Worksheet (LKPD). LKPD is a learning resource that contains a series of activities and exercises for students to facilitate and improve understanding of learning materials whose contents are designed and developed according to the conditions and situations to be faced. The development of social studies LKPD based on collaborative learning with the structured problem solving type was researched by Riwiyanti in 2018. The developed LKPD contains problem solving activities. Based on these descriptions,

## RESEARCH METHODS

The type of research carried out by researchers is Classroom Action Research (action research). Classroom Action Research is a form of research that is reflective by taking certain actions in order to improve and enhance classroom practices in a more professional manner (Rusmartini, 2015: 96). In this study, the activities of researchers in the field were to plan activities, carry out observations, conduct evaluations and finally report the results of the research. In this study, researchers applied Cycle I and Cycle II to improve learning.

## RESULTS AND DISCUSSION

### Results

Table 1. Student Learning Outcomes Cycle I

No.	Name Students	Evaluation	Description
1.	Adimas Gilang Sebastian	52	Not Completed
2.	Agung Son of Sasat	80	Completed
3.	Andi Sopi Nisrina	100	Completed
4.	Angela Zoya Naomi Pandiangan	90	Completed
5.	Arifela Cantikha Cinta Rodiah	80	Completed
6.	Bimo Satrio	75	Completed
7.	Denis Sulthan Musyaffa	77	Completed
8.	Fatimah Sahara	30	Not Completed
9.	Havida Balqis	100	Completed
10.	Herma Rabiatal Nur Janah	30	Not Completed
11.	Justychia Junita Esther Rompas	85	Completed
12.	Kheyla Maqfirah	100	Completed
13.	Meylin Egika Mul Alfiah	80	Completed
14.	Muhammad Desta Azka Saputra	30	Not Completed
15.	Muhammad Jidan Kodem	62	Not Completed
16.	Muhammad Shinggi Al-Mubaroq	80	Completed
17.	Pulsea Pracintya	90	Completed
18.	Nindya Farhatun Nisa	80	Completed
19.	Noviani Putri	67	Not Completed
20.	Nuzulita Ramadhani	85	Completed
21.	Primary Gading Putra Arianto	40	Not Completed
22.	Princess Salma Ramadhani	82	Completed
23.	Retno Marlangen	40	Not Completed
24.	Rezqy Rama Oktavian	64	Not Completed
25.	Riska Rahayu	40	Not Completed
26.	Ronald Ekana Yunelik	88	Completed
27.	Rosita Amelia	40	Not Completed
28.	Selly Novita Kuth	45	Not Completed
29.	Sherlyna Chandra Rahmadhani	85	Completed
30.	Susanti	45	Not Completed
31.	Violetha Febriyana	92	Completed
32.	Wahyuni Nur Aulia	87	Completed

<b>Total</b>	<b>2.231</b>
<b>Average</b>	<b>70</b>
<b>Lowest Value</b>	<b>30</b>
<b>Highest Value</b>	<b>100</b>
<b>Criteriaa Minimum completeness (KKM)</b>	<b>75</b>
<b>Students The Complete Learned</b>	<b>19</b>
<b>Students The Incomplete Learned</b>	<b>13</b>
<b>Presentation Completeness</b>	<b>59,3%</b>

Data Source: Research Results, 2019

Based on table 1 above, the following results are obtained. the class average score is 70. the lowest score obtained by students is 30 and the highest score obtained by students is 100, from the test results it is known that the number of students who complete learning is 59.3% (19 students) and the number of students who have not completed is 40.7% (13 students). Based on the information above, it can be concluded that the test scores for evaluation of class VII-A student learning outcomes in social studies subjects still do not meet the Minimum Completeness Criteria (KKM) score of 75, but still need to be increased because the scores for the completeness percentage are 59.3% and 19. the number of students who completed the results of the evaluation of the first cycle was very low so it needed improvement in the next cycle.

Table 2. Student Learning Outcomes Cycle II

<b>No.</b>	<b>Name Students</b>	<b>Evaluation</b>	<b>Description</b>
1.	Adimas Gilang Sebastian	75	Completed
2.	Agung Putra Sasat	10	Completed
3.	Andi Sopi Nisrina	100	Completed
4.	Angela Zoya Naomi Pandiangan	10	Completed
5.	Arifella Cantikha Cinta Rodiah	10	Completed
6.	Bimo Satrio	85	Completed
7.	Denis Sulthan Musyaffa	80	Completed
8.	Fatimah Sahara	45	Not Completed
9.	Havida Balqhis	100	Completed
10.	Herma Rabiatal Nur Janah	40	Not Completed
11.	Justychia Junita Ester Rompas	10	Completed
12.	Kheyla Maqfirah	100	Completed
13.	Meylin Egika Mul Alfiah	75	Completed
14.	Muhammad Desta Azka Saputra	80	Completed
15.	Muhammad Jidan Kodem	85	Completed
16.	Muhammad Shinggi Al-Mubaroq	10	Completed
17.	Nadia Pracintya	10	Completed
18.	Nindya Farhatun Nisa	80	Completed
19.	Noviani Putri	90	Completed
20.	Nuzulita Ramadhani	10	Completed
21.	Pratama Gading Putra Arianto	80	Completed
22.	Putri Salma Ramadhani	10	Completed
23.	Retno Marlangen	40	Not Completed
24.	Rezqy Rama Oktavian	40	Not Completed

25.	Riska Rahayu	75	Completed
26.	Ronald Ekana Yunelik	10	Completed
27.	Rosita Amelia	40	Not Completed
28.	Selly Novita Kuth	75	Completed
29.	Sherlyna Candra Rahmadhani	85	Completed
30.	Susanti	60	Not Completed
31.	Violetha Febriyana	10	Completed
32.	Wahyuni Nur Aulia	10	Completed
<b>Total</b>		<b>2.630</b>	
<b>Average</b>		<b>82,3</b>	
<b>Lowest Velue</b>		<b>40</b>	
<b>Highest Velue</b>		<b>100</b>	
<b>Criteriaa Minimum completeness (KKM)</b>		<b>75</b>	
<b>Studenta The Complete Learned</b>		<b>26</b>	
<b>Studenta The Incomplete Learned</b>		<b>6</b>	
<b>Presentatione Completeness</b>		<b>81.25</b>	

Data Source: Research Results, 2019

Based on the table, the following results show that the average class value is 82.3, the lowest score obtained is 40 and the highest score is 100. From the results of this test, it is known that the number of students who have completed their studies is 81.25% (26 students) and the number of students who have not finished studying as much as 18.75% (6 students). There was a significant increase in the results obtained from cycle I and cycle II, namely 21.95%.

Based on the information above, it can be concluded that the average value of class VII-A in social studies subjects has met the success indicator, namely students who meet the KKM 75 score of at least 75% of the total number of students in the class.

Based on the results of observations obtained in cycle II using the structured problem solving type of collaborative learning model, it can be seen that during the learning activities the students and researchers were very good compared to cycle I. Students began to understand the structured problem solving type of collaborative learning model, students were active in complete group problem solving assignments given by researchers, dare to answer questions given by researchers, and jointly seek conclusions from the material presented, the class atmosphere looks orderly and secure, students look enthusiastic in listening and understanding the material presented by researchers, so the researcher runs a collaborative learning model of the structured problem solving type, students are excited while going through the learning process.

## Discussion

The results of this study prove that students in class VII-A of SMP Negeri 1 Tenggarong Seberang have good learning outcomes in social studies subjects after implementing this type of structured problem solving collaborative learning model.

The increase in student learning outcomes in Social Sciences subjects can be seen in each final meeting score or class average achieved, the basic value used as a reference for assessing an increase in learning outcomes in cycle II is in the form of the final evaluation value of cycle I. The evaluation value of cycle II is used as reference and comparison to assess the increase in student learning outcomes can be seen in Table 3 and Figure 1 below

Table 3. Average Value of Student Learning Outcomes in Each Cycle

<b>Cycles</b>	<b>Average Learning Outcomes Studenta</b>	<b>Percentage Improvement Hasil Student Learning</b>
Cycles I	70	59,3%
Cycles II	82,3	81.25%

Data Source: Research Results, 2019

Based on table 3 above, it can be seen that there was an increase at each meeting in cycle I and cycle II, the results of the table above the data are described in Figure 4.2 below.

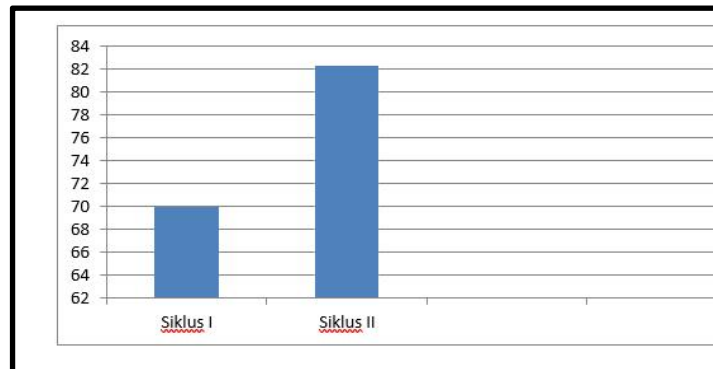


Figure 1. Bar chart of the average increase in student learning outcomes

Data Source: Research Results, 2019

Based on research data in the application of the structured problem solving type of collaborative learning model above, it shows that student learning outcomes have increased very significantly. The average value of the first cycle is 70 and the second cycle average value is 81.25. this means that the model used in learning is successful and can be used as a strategy in social studies learning

Table 4. Average Value of Student Learning Outcomes in Each Cycle

	Cycles I	%	Cycles II	%
<b>Q</b>	19	59,3%	26	81.25%
<b>BT</b>	13	40,7%	6	18.75%
$\Sigma$	32	100%	32	100%

Data Source: Research Results, 2019

Information:

T = Complete

BT = Not Completed

 $\Sigma$  = Amount

To make it easier to see the percentage of completeness of student learning outcomes can be seen in Figure 2 below.

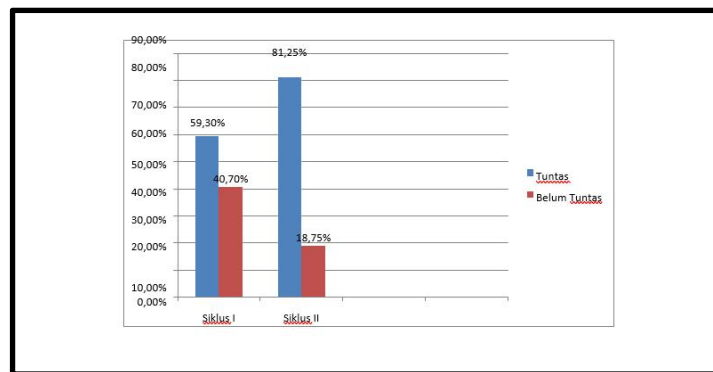


Figure 2. Bar Chart of Mastery Percentage of Student Learning Outcomes

Data Source: Research Results, 2019

Table 2 and figure 2 above shows the number of students who have completed their studies has increased and decreased, there has been a decrease in learning outcomes in cycle I due to students not being familiar with LKPD IPS collaborative learning models of the structured problem solving type and not understanding the directions given by the teacher because students at first only accustomed to receiving lessons by listening to and paying attention to the teacher's explanation, while the form of the questions made was also different from the questions before the implementation of the structured problem solving type of collaborative learning learning model. The questions in cycle I were made differently to improve students' reasoning, because the introduction of models of reasoning questions is one of the competency demands in learning, namely critical, creative, communicative and collaborative thinking.



This research was conducted up to the limit of cycle 2, because in cycle 2 the average percentage of student learning outcomes was 81.5%. That is, it has achieved an indicator of learning success, namely 75% of the number of students in one class.

## **CONCLUSION**

This action research is to prove that the application of social studies worksheets based on collaborative learning models of the structured problem solving type can improve the mastery of class VII-A student learning outcomes in social studies at SMP Negeri 1 Tenggarong Seberang. Based on research conducted by researchers, it can be concluded as follows:

1. The application of the structured problem solving type of collaborative learning model in social studies learning activities has proven that this structured problem solving type of collaborative learning model can improve the completeness of student learning outcomes, from the results of research that has been conducted student learning outcomes in social studies subjects have increased in each cycle. The results of the research in the first cycle the average value of student learning outcomes was 70 with a completeness percentage of 59.3% and the research results in the second cycle experienced an increase in the average student learning outcomes of 82.3 with a completeness percentage of 81.25%.
2. The application of social studies LKPD based on the structured problem solving type of collaborative learning model can improve student learning outcomes by:
  - a. Providing Social Science Student Worksheets (LKPD) based on collaborative learning structured problem solving types to
  - b. students so that they are guided in finding the concept of learning material to be achieved
  - c. Provide more guidance to students who have not completed each cycle
  - d. Provide exercises on structured problem solving questions to strengthen the understanding of the concepts that have been obtained

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