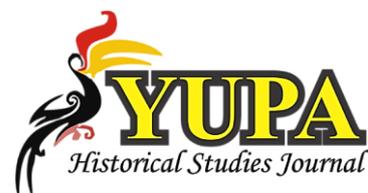


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Implementation of the Problem-Based Learning Model in Social Studies Subjects in Class VIII of SMP 27 Samarinda

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Abstract The purpose of this study was to determine how the implementation of the problem based-learning model in social studies learning in class VIII of SMP Negeri 27 Samarinda. The focus of this study is how the implementation of problem based-learning and the obstacles experienced in implementing the problem based-learning learning model in social studies learning. The research method used is a qualitative approach with a case study research type. The data collection techniques used by the researcher are observation, interviews with teachers and students and documentation. The results of the study showed that the implementation of the problem based-learning model in social studies learning in SMP Negeri 27 Samarinda went quite well. At the preparation stage, teachers prepared teaching modules, media and learning resources. The learning media used in problem based-learning learning were whiteboards and videos downloaded from the internet. The implementation of problem based-learning in SMP Negeri 27 Samarinda has several stages starting from opening learning and ending with learning evaluation. Evaluation of problem based-learning learning is an important aspect that aims to measure the effectiveness and impact of this learning model on student development. However, there are also obstacles faced by teachers such as lack of IT, mastery by both teachers and students, time constraints, student characteristics, and management of group dynamics.

Keywords: Problem Based-Learning, Social Studies, Junior high school, Samarinda

Abstrak Penelitian ini bertujuan untuk mengetahui implementasi problem based-learning dan mengetahui kendala yang dialami dalam menerapkan model pembelajaran problem based-learning pada pembelajaran IPS di SMP Negeri 27 Samarinda. Metode penelitian yang digunakan adalah pendekatan kualitatif dengan jenis penelitian studi kasus deskriptif melalui observasi, wawancara dengan guru dan peserta didik serta dokumentasi. Hasil penelitian menunjukkan implementasi model problem based-learning pada pembelajaran IPS di SMP Negeri 27 Samarinda berjalan cukup baik. Pada tahap persiapan guru menyiapkan modul ajar, media dan sumber belajar. Media pembelajaran yang digunakan pada pembelajaran problem based-learning ialah papan tulis dan video yang diunduh dari internet. Implementasi problem based-learning di SMP Negeri 27 Samarinda memiliki beberapa tahapan mulai dari membuka pembelajaran dan diakhiri dengan evaluasi pembelajaran. Evaluasi pada pembelajaran problem based-learning adalah aspek penting yang bertujuan untuk mengukur efektivitas dan dampak dari model pembelajaran ini terhadap perkembangan siswa. Namun terdapat juga kendala-kendala yang dihadapi oleh guru seperti kurangnya penguasaan IT baik guru maupun siswa, keterbatasan waktu, karakteristik siswa, pengelolaan dinamika kelompok.

Kata kunci : Problem Based-Learning, Pembelajaran IPS, SMP, Samarinda



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INTRODUCTION

Social Sciences or IPS (Ilmu Pengetahuan Sosial) is a set of comprehensive learning materials that are simplified, adapted, selected, and modified based on concepts and skills from history, geography, sociology, anthropology, and economics (Rudy Gunawan, 2013).

Social studies learning in schools must be conducted in accordance with the Decree of the Minister of National Education Number 22 of 2006 concerning Content Standards. Therefore, the content of social studies subjects for SD/MI (Elementary School/Islamic Elementary School) and social studies subjects is defined as follows. Comprehensive science and comprehensive society, which is why this integration requires the presentation of interrelated materials among several disciplines that constitute it (Wahidmurni, 2010: 87).

In the learning process, teachers are expected to be able to develop various potentials of students. The educational objective stated in Law Chapter I, Article 1, Paragraph (1) of the Republic of Indonesia Regulation Number 20 of 2003 concerning the National Education System states that "Education is a conscious and planned effort to create a learning atmosphere and process so that students actively develop their potential within religious strength, self-control, personality, intelligence, noble character, and the skills needed for themselves, society, nation, and state." This Law explains that students are also human beings who have extraordinary potential within themselves, so in education, it is expected that students can achieve the maximum potential that exists within them. (Indonesia, U. U. R. (2003).

Efforts to improve the value of education require innovation in the field of education. This also includes innovations such as curriculum, methods, and improving the quality of learning through the use of effective learning methods. One of the current responsibilities of teachers is to use innovative learning methods and can change how students learn (Asror, M. et al., 2023). Therefore, to prevent learning from becoming monotonous and to ensure that students are actively engaged during the learning process, teachers must use appropriate learning models.

A learning model is a plan or template used as a guide for planning learning in the classroom. By using a learning model, teachers can help students receive and acquire information, ideas, skills, ways of thinking, and expressions of their own ideas. Among the many learning models, the use of a model relevant to social studies learning is the problem-based learning model or Problem-Based Learning (PBL).

Problem-based learning is a learning model with a series of activity sequences in which students are given real or unstructured problems, so students will try to find the solution themselves. According to (Utami, 2013). Problem Based Learning is a learning strategy that uses real-world problems, trains thinking ways and problem-solving skills, and can be used to instill essential concepts and knowledge from the learning material. By using the *Problem-Based Learning* method, students are expected to be able to understand, identify, and construct all their

knowledge to solve problems in the LKPD (Student Worksheets). So the Problem-based learning method is a learning model that involves students in solving various problems through scientific method stages so that students can learn much knowledge related to the problem while also having many skills to solve problems. This research was conducted because the researcher wanted to see how much potential students have when participating in learning in the classroom and what obstacles teachers will face when implementing the Problem-Based Learning learning model.

METHOD

This research uses a qualitative approach and employs a case study method. The data collection techniques carried out are observation, interviews, and documentation. The researcher observed teaching and learning activities in the classroom, then conducted interviews with the Class VIII Social Studies teacher of SMP Negeri 27 Samarinda and students of classes VIII-A, VIII-B, VIII-C, VIII-E, and VIII-F regarding the implementation of the Problem Based-Learning model that had been carried out in class. The data analysis technique used in this research is data reduction, data presentation, and conclusion drawing.

RESULT AND DISCUSSION

Learning using the Problem Based-Learning method includes several stages, namely planning, implementation, and evaluation. At the preparation stage, the teacher will prepare learning tools such as teaching modules. The implementation of learning with the Problem Based-Learning method must be based on the learning objectives to be achieved, which includes the selection of appropriate and relevant material. This means that the teacher intends to explain the material more briefly but must also be able to involve students in it. After finishing arranging the implementation, the next stage is giving directions to students regarding the implementation of learning using the Problem Based-Learning method.

According to Sutirman, 2013, Problem Based-Learning is a learning model that begins by ensuring that students understand a problem, finding alternative solutions to the problem, and finally having the most appropriate solution to solve the problem. Meanwhile, according to Andini, 2019, Problem Based-Learning is a learning model whose implementation focus is carried out to bridge students so that they can gain learning experience in organizing, researching, and solving various complex life problems.

The implementation of the Problem Based-Learning learning model in Social Studies learning in Class VIII is guided by the teaching module, although as a teacher, they will conduct learning that does not always align with the module that has been made. The Social Studies teacher uses teaching modules available on the internet as support in learning. Sometimes with

the improvisation done by the teacher in learning, the teacher can adjust the teaching method to the ever-changing classroom conditions. This is in line with the research by Rizal, S. U (2024) et al., which states that improvisation in the world of education provides positive impacts on increasing students' intellect and through student digital literacy via digital learning in the form of utilizing digital-based teaching modules.

According to the research results, the use of media in PBL method learning at SMP Negeri 27 Samarinda was whiteboards and learning videos. Whiteboards were used as the main tool to explain important concepts and illustrate problems to be solved by students. Through whiteboards, teachers can directly link theory with practice, allowing students to more easily understand the context of the given problem. Additionally, the use of learning videos also provides an attractive visual dimension for students. The teacher conveyed that videos help students see the practical application of the material they will learn, thus making learning feel more real and interesting. By making videos a learning medium, it will develop a better understanding for students.

This is in accordance with the research by Arif Yudianto (2017) in his study, which states that the function of video in learning is that video as a learning medium has an important function in attracting attention and focusing the audience on the material presented. The function of video in learning can be divided into two categories, namely cognitive function and compensatory function. Cognitive function can accelerate the achievement of learning objectives to understand and remember messages or information contained in the images. Meanwhile, the compensatory function is to provide context for audiences who have weak abilities in organizing and recalling information that has been obtained. Thus, video media can help students who are weak and slow in capturing a message to become easier in receiving and understanding the innovation presented.

Learning resources in Social Studies lessons at SMP Negeri 27 Samarinda are school textbooks; the textbook source used is the Class VIII textbook published by Supardi et al., and published by the Book Center, Ministry of Education, Culture, Research, and Technology. The use of other sources is allowed, such as searching for answers on the internet, but still under teacher supervision. This is in line with the research by Zufa, N. A (2022) that the negative impact in the use of the internet is dependency, where students will reduce their ability to think critically and solve problems independently because they are more inclined to seek answers quickly rather than analyzing and understanding the material in depth.

Technology in the current era can be accessed by anyone, bringing significant changes in how we learn and interact. Wide access to devices such as smartphones and computers allows students to obtain information easily, leading to students being less inclined to read and less willing to seek answers relevant to their own abilities. According to the research by Azmi Rizky

Anisa et al. (2021) the emergence of advanced technology is a cause of low reading interest in a person because they more often spend their time using mobile phones not according to needs or excessive use of mobile phones will reduce interest in reading.

Although technology provides ease in accessing information, this also brings negative impacts on students' reading habits. Dependence on digital devices often makes students prefer instant solutions; conditions like this can cause literacy skills to decline; students not only lose interest in reading but also the ability to analyze and understand information critically. (Kurniawan, et al. 2025)

All steps in the problem-based learning model will impact what the teacher teaches to their students and how this model is implemented. Because the problem-based learning model has a significant influence on the teaching and learning process as one of the components that can help achieve learning objectives. The implementation of Problem Based Learning at SMPN 27 Samarinda also appears to have five main stages proposed by Arends (2012).

In the first stage, namely student orientation. The teacher explains the learning objectives, explains the logistics needed, and motivates students to engage in solving the selected problem. The activity carried out by students is listening to the explanation well. This condition is supported by students who are ready to pay attention to the teacher in conveying learning objectives and are enthusiastic in responding to the teacher. However, there are some students who are less prepared in starting learning activities; in addition, the absence of an apperception (preparation/initial engagement) from the teacher makes students less understand the initial learning objectives even though the teacher has conveyed the learning objectives. This is also supported by research by Rosyid (2018) which found that clear problem orientation at the beginning of Problem Based Learning is very essential in arousing student learning interest.

In the second stage, namely organizing students to learn. The teacher facilitates group discussions to help students organize the questions they have asked. The teacher does not directly provide answers but rather acts as a mediator who directs the students' thinking process so that they can map the problem systematically. The teacher divides groups heterogeneously and allows students to search for answers through books. At this stage, according to the researcher's observation results, the teacher experienced slight difficulty in forming groups because many students refused to form heterogeneous groups because students did not want to group with the opposite sex.

In the third stage, namely assisting independent/group investigation. The teacher has carried out this stage well; the teacher always guides students in understanding problems and formulating problems. In its application, the teacher always checks or monitors students in working on and analyzing problems and helps students who are experiencing difficulties. At this

stage, the teacher does not encourage students to collect information because the only reference is the textbook, so students tend to focus only on the textbook.

In the fourth stage, namely developing and presenting the results. The teacher allows students to present the results of each group. This phase is an important stage where the results of discussions and student work are presented in front of their friends, providing an opportunity to restructure the knowledge they have acquired, and share their findings in a more structured and creative form.

Through presentations, students can hone communication skills and the ability to speak in public. Students also learn to listen and provide constructive feedback on their friends' presentations. This process not only increases material understanding but also builds student confidence. This is in line with research by Rahmad Setyo Jadmiko et al., 2023, stating that presentation is an extension of oral communication skills where the presenter shows their knowledge on a particular subject. In various situations, from education to daily life, the ability to speak and convey information well is very important to influence the audience and strengthen arguments.

In the fifth stage, namely, analyzing and evaluating the problem-solving process. The teacher provides a conclusion from the students' answers that have been displayed, clarifies which ones are correct and which need to be improved. And at the final stage, the teacher conducts checking or evaluation of students' understanding of the material that has been learned by conducting a question-and-answer session with students about the learning that has been done.

Evaluation in problem-based learning at SMP Negeri 27 Samarinda is an important aspect that aims to measure the effectiveness and impact of this learning model on student development. The evaluation process is not only present at the final result but also exists throughout the learning stages, covering student involvement in discussions, students' ability in collecting and analyzing information, as well as collaboration within groups. In line with the research results of Ni Nyoman Sukartini (2022), evaluation after problem based-learning is conducted to see the shortcomings and strengths of each action given in each cycle. The evaluation results are then used as considerations or refinements for the stages in the next cycle so that these obstacles can be minimized.

By conducting continuous evaluation, educators can identify the extent to which students actively participate in the learning process and how they apply the knowledge they have learned (Wibowo. H. S. 2023). Student involvement in discussions will show their ability to think critically and argue; the ability to collect and analyze information reflects the level of students' understanding of the issues discussed. Furthermore, evaluation of group collaboration will provide insight into team dynamics and students' ability to work together in solving problems. A

comprehensive evaluation approach can provide constructive feedback, not only helping students understand strengths and weaknesses but also encouraging students to continue developing in the learning process (Wakhudin. W. 2024).

Thus, continuous evaluation not only functions as a tool to measure academic achievement but also as a means to motivate students in their learning process. Through constructive feedback, students can identify areas that need improvement and formulate strategies to enhance their skills. Furthermore, teachers can also use evaluation results to adjust teaching methods and the material delivered so that they are more relevant to student needs and interests.

Obstacles faced in the implementation of the Problem Based-Learning learning model in class VIII of SMP Negeri 27 Samarinda are as follows: The first obstacle is, Insufficiency of expertise in information technology (IT). Data processing includes the processing, acquisition, organization, storage, and manipulation of various types of data to produce various qualities. The term "technology" refers to the technology used to process data. According to Article 1 paragraph 10 of Government Regulation (PP) No. 14 of 2005 concerning Teachers and Lecturers, competence is a set of knowledge, skills, and behaviors that must be possessed, practiced, and mastered by teachers or lecturers as part of their professional duties. (Imam Abdul Syukur, 2014). So, it can be concluded that a teacher must be able to have the ability to master Information Technology.

Based on research conducted by Munadi in the journal *Rimba Sastra Sasmita* (2020), it is said that the internet can be used as an alternative source besides books to facilitate searching for as much information as possible; the internet is a learning resource utilized by teachers in developing their profession because with the internet, teachers can enhance knowledge, share information among peers, cooperate with educators abroad, and manage communication regularly. Utilizing the internet as a learning resource conditions students to learn independently. Students can access learning resources online, such as searching for learning information through Google and searching for data related to learning.

Without utilizing technology, teachers may have difficulty in implementing innovative learning methods, such as Problem Based-Learning which requires access and the use of technology to search for information, collaborate, and present work results. Lack of IT mastery not only affects the teacher's ability in delivering material but also impacts student engagement in the learning process. Along with mastering technology, students also need to be encouraged to develop their IT skills. IT mastery is a key component in creating an effective learning environment. By increasing technological competence among both teachers and students, we can maximize the potential of the Problem Based-Learning model (Norpin et al., 2024).

The second obstacle in implementing Problem Based-Learning is limited time. This obstacle is one of the inhibiting factors for teachers; this has been explained from various sources, both reference books and researchers, discussing teachers' difficulties in implementing the problem-based learning model. Heman (2007) states that the problem-based learning method can consume a lot of time. This shows that when teachers form small groups of four or five people, they must plan everything before class begins. When groups are divided, students must determine seating arrangements, gathering places, and other things, which means more time is required.

However, with very limited time, teachers can implement all steps of the problem-based learning model, although students may not find as many answers as the teacher expects.

The third obstacle in implementing Problem Based-Learning is Student Characteristics. Each student has different backgrounds of knowledge, skills, and learning styles, which can affect the overall learning process. Students with higher academic abilities are often able to understand and solve problems quickly, thus potentially dominating group discussions. This can cause other students with lower abilities to feel pressured or lose motivation to participate. This inequality not only reduces overall student engagement but also hinders the collaboration process that should be the core of learning using the Problem Based-Learning method.

In line with what was stated by Hamalik in the journal *Rimba Sastra Sasmita* (2020), it is said that a person's success or failure in learning, among other things, is caused by factors originating from within the student themselves, such as motivation and interest in learning something.

When students have difficulty understanding the material, they may feel confused and unable to follow the flow of discussion; when students are faced with complex problems, they often need more time and guidance from the teacher to be able to contribute. This obstacle can lead to uncertainty in the group, where some students may feel less confident and feel left behind, and this can hinder their self-confidence in speaking in front of other students. (Rengganawati, H. 2024).

The fourth obstacle in implementing Problem Based-Learning is the management of group dynamics. This is one crucial aspect in the success of implementing the Problem Based-Learning learning model in Social Studies subjects in class VIII of SMP Negeri 27 Samarinda. The Problem Based-Learning model offers an innovative and interactive approach to the teaching and learning process; the challenge of ineffective group dynamics management can hinder the achievement of learning objectives. Group dynamics management is explained by Djamarah in the journal *Yeni Asmara et al.* (2013) as a series of systematic activities as an effort to utilize existing class potential by the teacher as optimally as possible so that it can support the

occurrence of educational interaction processes between students and the teacher in achieving previously set learning objectives.

Therefore, it is important to understand how good group management can facilitate a more productive and enjoyable learning experience for students. Problem Based-Learning encourages students to actively participate in group discussions and collaborate among students, so active classroom management becomes very necessary.

Several important things explained by Sudirman in the journal Yeni Asmara et al. (2013), the objectives of group management are: a) To strive for teaching to be conducted maximally, so that learning objectives can be achieved effectively and efficiently. b) As an effort to facilitate the teacher in seeing, observing every progress or development that has been achieved by students after undergoing the learning process. c) To facilitate the teacher in knowing and providing solutions to urgent problems to be discussed in class as an effort to make teaching improvements in the future.

Active classroom management is also related to creating a positive learning atmosphere; the teacher must create a supportive environment where students feel comfortable expressing opinions and asking questions.

CONCLUSION

The implementation of the problem-based learning model in Social Studies subjects in class VIII of SMP 27 Samarinda has been carried out quite well. At the learning preparation stage, the teacher prepares teaching modules; the teaching module for implementing problem-based learning in Social Studies learning must be able to cover several important elements. First, explain clear and specific learning objectives, as well as how PBL can improve students' critical thinking skills. The learning media used in problem-based learning were whiteboards and videos downloaded from the internet. The sources used in learning were school textbooks. The implementation of problem-based learning at SMP Negeri 27 Samarinda has 5 stages, starting from opening the learning session and ending with learning evaluation. Evaluation in problem-based learning at SMP Negeri 27 Samarinda is an important aspect that aims to measure the effectiveness and impact of this learning model on student development.

The obstacles faced by teachers in implementing the PBL model in Social Studies subjects include: Lack of IT (Information Technology) mastery by both teachers and students, time constraints, student characteristics, and group dynamics management.

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