

Environmental Oriented Problem-Based Learning (PBL) Improves Learning Outcomes and Self-Efficacy of Students In Social Studies In Fifth-Grade Elementary Schools

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ARTICLE INFO

Article history:

Received June 21, 2022

Revised June 23, 2022

Accepted September 09, 2022

Available online September 25, 2022

Kata Kunci:

Pengembangan model, Hasil Belajar dan Self Efficacy

Keywords:

Model Development, Learning Outcomes, and Self Efficacy



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ABSTRAK

Kurangnya kemampuan serta keterampilan guru dalam memvariasikan penerapan model pembelajaran kemudian berdampak pada rendahnya hasil belajar dan self efficacy siswa pada mata pelajaran IPS di kelas V. adapun tujuan dari penelitian ini yakni untuk menghasilkan sebuah produk berupa model pembelajaran berbasis masalah (problem based learning) berorientasi lingkungan. Penelitian ini tergolong kedalam jenis penelitian pengembangan yang dikembangkan dengan menggunakan model 4D. model 4D terdiri dari empat tahap penelitian yang terdiri dari tahap pendefinisian, perancangan, pengembangan, penyebaran. Subjek yang terlibat dalam penelitian ini yakni ahli pembelajaran IPS, ahli praktisi yang terdiri dari 15 orang guru kelas tinggi, dan 51 siswa kelas V SD. Pengumpulan data dalam penelitian dilakukan menggunakan metode non-tes dan tes, dengan instrumen penelitian berupa lembar kuisioner dan tes pilihan ganda. Data yang diperoleh dalam penelitian kemudian dianalisis menggunakan uji kelayakannya dengan validitas dan uji coba produk. Hasil analisis penelitian menunjukkan bahwa model pembelajaran yang dikembangkan mendapatkan skor rerata 4.9 berada pada kategori "sangat baik. Selanjutnya berdasarkan hasil pengujian terhadap pengaruh secara simultan antara model pembelajaran berbasis masalah (problem based learning) berorientasi lingkungan terhadap hasil belajar dan self efficacy siswa, menunjukkan adanya pengaruh pada variabel terikat (hasil belajar IPS dan self-efficacy). Berdasarkan hasil tersebut maka dapat dikatakan bahwa bahwa model pembelajaran berbasis masalah (problem based learning) berorientasi lingkungan memiliki kualifikasi sangat baik, sehingga layak untuk diterapkan dalam proses pembelajaran IPS siswa kelas V SD.

ABSTRACT

The lack of teacher abilities and skills in varying the application of learning models impacts low learning outcomes and student self-efficacy in social studies subjects in grade V. This study aims to produce a product in the form of an environment-oriented problem-based learning model. This research belongs to the type of development research that was developed using the 4D model. The 4D model consists of four research stages: defining, designing, developing, and deploying. The subjects involved in this study were social studies learning experts, expert practitioners of 15 high-grade teachers, and 51 fifth-grade elementary school students. Data collection in the study was carried out using non-test and test methods, with research instruments in the form of questionnaires and multiple-choice tests. The data obtained in the study were then analyzed using a feasibility test with validity and product trials. The research analysis results show that the learning model developed gets an average score of 4.9 in the "very good" category. Furthermore, the results of testing the simultaneous effect of environment-oriented problem-based learning models on student learning outcomes and self-efficacy show an influence on the dependent variable (social studies learning outcomes and self-efficacy). Based on these results, the environment-oriented problem-based learning model has very good qualifications, so it is feasible to be applied in the social studies learning process for fifth-grade elementary school students.

1. INTRODUCTION

Social Sciences is one of the compulsory subjects in elementary school, integrated into a theme and combined with several other compulsory subjects. Social studies are defined as simplified social sciences for educational purposes covering aspects of history, economics, political science, sociology, anthropology, psychology, geography, and philosophy which in practice are selected for learning purposes in schools as well as in college (Hidayat, 2020; Sahira et al., 2022; Sudrajat et al., 2020). Social Sciences can also be interpreted as a field of study that studies, examines, and analyzes social symptoms and problems in society by reviewing various aspects of life or a combination (Ariyani & Kristin, 2021; Kristin, 2018; Rahmawati & Hardini, 2020). The purpose of social studies learning in schools is to learn about aspects related to human life and its social environment, both from the environment in which they live or the wider community, and to become good citizens by integrating several social science disciplines (Qorih et al., 2021; Sulfemi, 2019). Meanwhile, the goal of social studies education for educators is to be able to prepare, foster, and form the ability of students to master the knowledge, attitudes, values, and basic skills needed for life in society (Sulfemi & Mayasari, 2019; Wardani & Syofyan, 2018). The implementation of IPS learning activities in schools must be able to provide opportunities for students to be able to develop their potential in attitudes, knowledge, and skills that are beneficial and useful for social and national life and contribute to the welfare of other communities (Afandi, 2013; Puspitasari, 2016; Ramadhani, 2021; Rosidah, 2018). Students' success in developing their potential and achieving learning outcomes is not only influenced by external factors (factors from outside the student's self) but also depends on internal factors (factors within the student), including student self-confidence or self-efficacy.

Self-efficacy refers to the extent to which an individual believes in his ability to perform a task or perform a task required to achieve a certain result (Novena & Kriswandani, 2018; Suseno, 2009). This self-efficacy is also related to the evaluation carried out by a person regarding his ability or competence to carry out a task, achieve goals, and overcome obstacles (Nahdi, 2018; Zagoto, 2019). Self-efficacy relates to the belief that one can act, which is carried out by self-assessment, whether one can take action or not do it according to what is required (Mawaddah, 2021; Muzdallifah et al., 2022; Siregar et al., 2020). Self-efficacy plays an important role in the advancement of education because self-efficacy will help students feel confident in their abilities and deal effectively with the difficulties they face in their learning experiences (Nissa et al., 2022; Simanjuntak et al., 2019). In the social studies learning process, self-efficacy is necessary because it relates to skills that can be taught so that students become better (Hibatullah et al., 2022; Rajagukguk & Hazrati, 2021). It is also related to implementing social science lessons, exposing students to a wider society where humans will always interact with their environment. In establishing relationships in real life, humans are required to socialize because then humans can maintain their survival. To socialize, each individual must have self-confidence (self-efficacy) from an early age (Herzamzam, 2021; Ningsih & Hayati, 2020; Wiguna et al., 2022). By having self-confidence, each individual will be ready to socialize and meet many people or show confidence in their ability to interact and socialize in social life. So self-confidence should be nurtured in elementary school, especially in social studies.

The reality on the ground shows that the self-efficacy possessed by students still needs to improve. Students have many assignments given by the teacher, so they cannot work optimally. In addition, the low ability of students' self-efficacy is also caused by the provision of material by teachers who are considered less innovative and creative according to student characteristics, so students feel pressured and have less self-ability (Sari, 2020; Yetri et al., 2019). It is in line with the results of interviews conducted at SD Gugus I Gusti Ngurah Jelantik. The interviews show that learning in class is still dominated by conventional lecture and assignment methods. Many students need to take learning seriously. Teachers have yet to use learning media. Teachers need to be able to use learning models so students feel bored quickly; Lack of self-confidence in students' abilities, so students are passive in learning, and student scores are still below the Minimum Completeness Criteria. The problems that arose in the Social Studies learning process at SD Gugus I Gusti Ngurah Jelantik showed that the learning activities still emphasized the teacher center, not the student center, so it was less able to attract students' interest in learning. If left continuously, these problems will certainly impact student learning outcomes and self-efficacy, so the quality of learning becomes low.

One of the efforts that can be made to overcome these problems is by implementing an innovative learning model to motivate students to learn more actively and effectively so that the goals can be achieved properly. To create good conditions so students can be more active in the learning process, teachers should use innovative learning models, one of which is the problem-based learning model. Problem-Based Learning is a model that directs students to construct their knowledge, can develop higher skills and inquiry, and can increase self-confidence, and requires students to collaborate with other

students to solve a problem (Hasanah et al., 2021; Pratiwi & Setyaningtyas, 2020; Wahyuni et al., 2018). Problem-Based Learning directs students to explore a problem actively, and the teacher acts as a facilitator (Idris et al., 2019; Syupriyanti & Taufina, 2020). Problem-based teaching can develop students' independence by solving meaningful problems for students' lives, forming higher-order thinking skills, and increasing critical thinking skills (Amin, 2020; Andari et al., 2019; Djonomiarjo, 2020).

The application of the Problem-Based Learning learning model will be more effective if it is implemented in an environment-oriented manner. It is because the environment is a spatial unit with all objects and conditions of living things, including humans and their behavior and other living things (Adriyanti et al., 2020; Ekasari et al., 2018). The environment consists of biotic, abiotic, and human cultural elements. The environment as a learning resource can be interpreted as everything that is around students (living things, other living things, inanimate objects, and human culture) that can be used to support learning activities more optimally (Astini et al., 2019; Ermanda & Ariandani, 2020; Wildan et al., 2019). Several previous studies have revealed differences in the science learning outcomes of students who follow the environment-based contextual learning model with students who take conventional learning (Primayana et al., 2019). The results of other studies also reveal that the Environment-Based Problem-Based Learning model is better than expository learning in increasing achievement and increasing students' mathematical reflective thinking skills both viewed as a whole and in terms of high, medium and low initial mathematical abilities (Nismawati et al., 2019). The results of further research revealed that the PjBL model with an environment-based inquiry approach to science learning was effective in student learning outcomes (Zuhaida & Mubtasyiroh, 2022). Based on some of these research results, applying the Problem-Based Learning model and environment-oriented learning can positively influence student learning outcomes. In previous research, no studies specifically discussed the development of an environment-oriented problem-based learning model (PBL) to increase students' self-efficacy in social studies integrated with the environmental theme of our friend's environment in fifth-grade elementary school. This research is focused on the study of producing a product in the form of an environment-oriented problem-based learning model.

2. METHOD

The type of research used is research and development (R&D), which was developed using the 4D development model. The 4D development model consists of four stages: define, design, develop and disseminate. These methods and models were chosen to produce a product by developing an existing learning model. Furthermore, this research was developed using a quantitative research design with the type of research, namely quasi-experiments, because considering that not all variables (symptoms that appear) and experimental conditions can be strictly regulated and controlled, this research is categorized as quasi-experimental research.

The subjects involved in this study were social studies learning experts, expert practitioners of 15 high-grade teachers, and 51 fifth-grade elementary school students. Data collection in the study was carried out using non-test and test methods, with research instruments in the form of questionnaires and multiple-choice tests. The data obtained in the study were then analyzed using a feasibility test with validity and product trials. In this research, the product produced is the development of an environment-oriented problem-based learning model that can improve learning outcomes and Self-Efficacy in social studies subjects that are integrated with the fifth grade on the theme environment is our friend.

3. RESULTS AND DISCUSSION

Results

This development research produced a development product in the form of an Environment-oriented Problem-Based Learning Model. In general, this product is a modification of a pre-existing learning model. The development is carried out by modifying the syntax of the problem-based learning model. Testing the validity of this development research is reviewed from the aspect of assessment by Social Science Learning Experts. Based on the results of the tests that have been carried out, it can be calculated that the percentage validity of the developed model is 4.9, so it gets a Very Good qualification. Thus, the learning model can be accepted without revision. After testing the product validity, the development process then continued with practicality tests with 15 practitioners who were teachers at the elementary school level. The product's practicality is determined by converting the average total score into a qualitative value using PAIT criteria. Based on the average calculation of all practitioners and adjusted for the PAIT category, it can be concluded that the product developed is in the "very practical" category.

The effectiveness test was carried out on fifth-grade students at SD Dwijendra Denpasar. Testing the effectiveness is carried out by applying development products in the form of learning models into the learning process. The results of testing the effectiveness of the environment-oriented problem-based learning model are as follows. The results of the descriptive analysis of test data on the effectiveness of product development on student learning outcomes and self-efficacy variables are presented in [Figure 1](#) and [Figure 2](#).

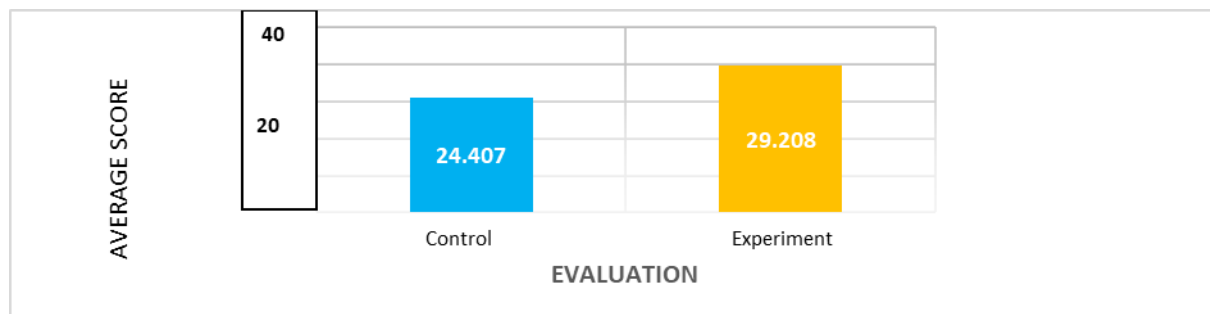


Figure 1. Comparison Diagram of the Average Value of the Control Class and the Experimental Class on the Learning Outcomes Instrument

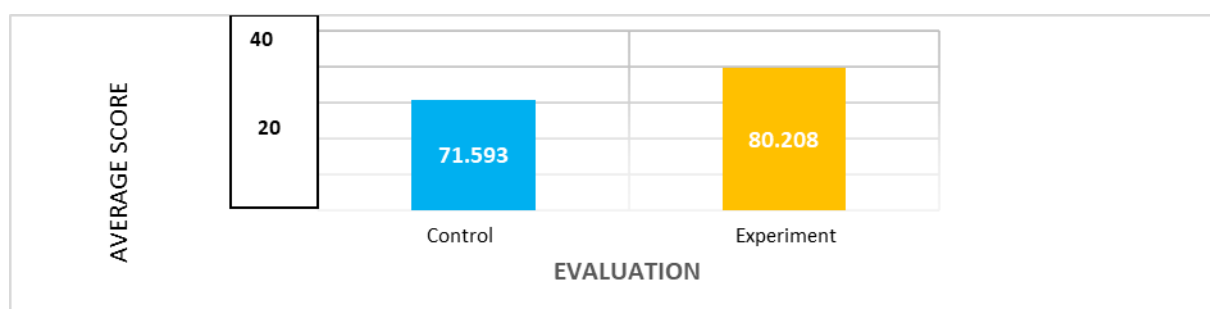


Figure 2. Comparison Diagram of the Average Value of the Control Class and the Experimental Class on the Self-Efficacy Instrument

Based on the data in [Figure 1](#), it can be seen that social studies learning outcomes in the experimental group have an average of 29.208, including in the very high category. In the control group, social studies learning outcomes average 24.407, including in the high category. Furthermore, the data in [Figure 2](#) shows that self-efficacy in the experimental group has an average of 80.208, which is included in the very high category. In the control group, self-efficacy averages 71.593, which is included in the high category. Before the effectiveness is known, a prerequisite analysis test is carried out, which consists of a data distribution normality test, a variance homogeneity test, and a hypothesis test. After the three tests were carried out, the results obtained were that the results of significant treatment by the Pillai's Trace, Wilks' Lambda, Hotelling's Trace, and Roy's Largest Root s procedures obtained a significant value of 0.000, where $0.000 < 0.05$ according to the criteria that H_0 (reject) and H_1 (accept) and obtained an effect size of 0.998, the independent variable problem-based learning shows an influence on the dependent variable (social studies learning outcomes and self-efficacy).

Discussion

Based on the data analysis results, the environment-oriented problem-based learning model has very good qualifications, so it is feasible to apply in the learning process. Learning will run as it should if students can focus and be enthusiastic. Before learning to develop knowledge and skills, it is very necessary to pay attention to the characteristics of each student in the class ([Sulfemi & Mayasari, 2019](#); [Wardani & Syofyan, 2018](#)). If students have good characteristics at the time of learning, it will certainly make students able to focus and be serious about learning ([Afandi, 2013](#); [Puspitasari, 2016](#); [Ramadhani, 2021](#); [Rosidah, 2018](#)). It is very difficult for children at elementary school age to get them to focus on learning, so a teacher's expertise is needed in selecting and applying learning methods to provide understanding and meaning to students ([Idris et al., 2019](#); [Syupriyanti & Taufina, 2020](#)). Students will feel learning activities that are more meaningful if students experience them directly through the application

of problem-based learning models (Hasanah et al., 2021; Pratiwi & Setyaningtyas, 2020; Wahyuni et al., 2018). The problem-based learning model is a learning model that emphasizes the problem-solving process carried out by students so that the learning process is carried out by centering on students (Amin, 2020; Andari et al., 2019; Djononiarjo, 2020).

The problems presented in the PBL model will be more effective if using problems appropriate to the situation and environmental conditions around students. So that students will also more easily understand the problems presented. An environment is a spatial unit with all objects and conditions of living things, including humans and their behavior and other living things (Astini et al., 2019; Ermanda & Ariandani, 2020; Wildan et al., 2019). The environment consists of biotic, abiotic, and human cultural elements. The environment as a source of learning can be interpreted as everything that is around or around students (living things, other living things, inanimate objects, and human culture) that can be used to support learning and learning activities more optimally (Adriliyani et al., 2020; Ekasari et al., 2018). The environment used in learning activities at school is all types of environments that follow the competencies/learning objectives that must be achieved, as well as teaching materials that will be delivered to students (Nugroho, 2016; Primayana et al., 2019). This type of environment is usually in the form of a social, natural, or physical environment. The social environment is appropriate for studying social sciences and humanity (Hasnawati, 2020; Siagian & Sembiring, 2018). This social environment relates to the interaction of students in social life. Learning based on the surrounding environment provides added value, both for the learner and the surrounding environment (Nugrahaeni & Wulandari, 2022; Sutisno & Afendi, 2018). Say studying social sciences or economics; then the surrounding social and economic environment can become a natural laboratory. This learning can be done while empowering the social and economic life of the community, while the learner can carry out the learning process better and more efficiently.

The results obtained in this study are in line with previous research results, which also revealed differences in the science learning outcomes of students who took the environment-based contextual learning model and those who took conventional learning (Primayana et al., 2019). The results of other studies also reveal that the Environment-Based Problem-Based Learning model is better than expository learning in increasing achievement and increasing students' mathematical reflective thinking skills both viewed as a whole and in terms of high, medium and low initial mathematical abilities (Nismawati et al., 2019). The results of further research revealed that the PjBL model with an environment-based inquiry approach to science learning was effective in student learning outcomes (Zuhaida & Mubtasyiroh, 2022). Based on the results of research supported by previous research, the PBL learning model and the environment together can help the students' learning process.

4. CONCLUSION

Based on the data analysis and discussion results, the environment-oriented problem-based learning model has very good qualifications, so it is feasible to be applied in the social studies learning process for fifth-grade elementary school students.

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