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Increasing students' low interest in learning science content in class IV of Sekokat State Elementary School through the problem based learning model

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KEYWORDS
Learning Outcomes
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ABSTRACT Based on the learning results of class IV students at SD Negeri Sekokat in the Mid-Semester 1 Assessment for the 2022-2023 academic year, there were 8 out of 21 students or 21.7% who had not reached the KKM in science content. This shows that student learning outcomes are still low due to a lack of interest in learning. This research aims to determine the increase in student interest and learning outcomes through the application of the Problem-Based Learning model to science content in class IV of SDN Sekokat for the 2022-2023 academic year. This learning improvement research was carried out in two cycles. Each cycle consists of planning, implementation, observation and reflection activities. In cycle 1 the number of students who reached the KKM was 78.26% or 13 out of 21 students. In cycle 2 the number of students who reached the KKM was 91.30% or 18 out of 21 students. This means that there was an increase in learning outcomes from cycle 1 to cycle 2 by 13.1%. Based on the significant achievement of student learning outcomes in the learning improvement activities carried out, it can be concluded that through the application of the Problem-Based Learning model, it can increase student interest and learning outcomes in science content in class IV SDN Sekokat.

1. INTRODUCTION

Efforts to make the nation's life more intelligent are the goals of national education as stated in the 1945 Constitution. In order to implement the provisions in several articles of Law Number 20 of 2003, Government Regulation of the Republic of Indonesia Number 19 of 2005 concerning National Education Standards was stipulated. The National Education Standards consist of eight standards, and one of them is the graduate competency standard (Sari et al., 2023).

Graduate competency standards are standards that cover the material and level of competency of graduates at certain levels and types of education and are used as assessment guidelines in determining student graduation from an educational unit (Sari et al., 2023). Graduate competency standards consist of competencies for all subjects which include attitudes, knowledge and skills. Competency standards for graduates in elementary school education units aim to instill basic intelligence, knowledge, personality, noble morals and life skills and undertake further education (Lestari et al., 2021).

Education is organized to develop all students' potential in a better direction. Therefore, students at school are provided with lessons. Each lesson has a Complete Graduate Competency Standard (SKL) that must be met by every student (Nadrah, 2023). So the learning process becomes necessary to develop the abilities of students. It is through this learning process that SKL can be fulfilled. So, in order to achieve the existing competencies in elementary school, students must fulfill the SKL determined through the learning process (Liou et al., 2021).

Schools as part of the learning environment are places where education is provided. The success of an effective learning process is determined by several components, including students, teachers and the learning model used (Anggraeni et al., 2023). Thus, an effective learning process is said to be successful if the teacher can use the right learning model and involves a lot of students' active role (Conel, 2021). Using the right learning model will also determine the effectiveness and efficiency of learning. The model in question can later be used as a guide by teachers for planning and implementing teaching and learning activities (Lase & Sudarma, 2023). Teachers can use appropriate learning models according to the teaching material, so that the lessons can be accepted, understood and applied well to students in the learning process (Barbara & Bayu, 2022).

Based on the learning results of class IV students in the Mid-Semester Assessment (PTS) 1 for the 2021-2022 academic year, it was found that there were several students who obtained thematic scores that were below the Minimum Completeness Criteria (KKM) (Toli & Kallery, 2021). There are 8 out of 21 students in class IV, or 2.7%, who have not reached the KKM in thematic subjects, especially science content. This shows that student learning outcomes are still low due to a lack of interest in learning. There is a lack of teaching materials, a lack of teaching aids, a lack of variety in learning activities, there is also a lack of stu-

dent involvement, teachers mostly use the lecture method, so that some students appear sleepy, chat alone with their friends, or do other activities (Cahyani & Jayanta, 2021).

Based on the problems that have been described, it shows that the involvement of class IV students at SDN Sekokat during the learning process is still lacking; teachers have not implemented varied learning models. This causes a lack of students' understanding of the material being taught (Bintoro et al., 2022). So there is a need for an appropriate learning model to increase student interest and learning outcomes. Based on the description above, several problems can be identified, including the following: Learning is still teacher centered, teachers dominate the learning process. While learning was taking place, some students did not pay attention to the material being presented, some students talked to their friends alone or did other work outside of learning activities (Utha et al., 2023). Limited material provided by teachers, lack of teaching aids, many students' learning outcomes in thematic subject matter have not yet reached the KKM. Based on the description above, efforts need to be made to improve learning outcomes. The researcher took the title "Improving low student interest in learning and student learning outcomes in Class IV Science content at SDN Sekokat through the Problem Based Learning Model for the 2022-2023 Academic Year."Based on the background description above, the problem formulation in this research is how to improve the learning outcomes of class IV students at SDN Sekokat through the Problem Based Learning learning model for the 2022-2023 academic year.

2. METHOD

The research location is at SDN Sekokat which is located in Srilangka Hamlet, Labangka District, Sumbawa Regency, West Nusa Tenggara, which is located at the eastern end of Sumbawa Regency which is directly on the Indian Ocean. This research uses classroom action research with various materials. Alternative solutions to wrong problems are students being directed to watch learning videos that the teacher shows and reads the material in the book, then discusses with friends in groups about the body parts of plants and their functions and is discussed in groups and presented

3. RESULT & DISCUSSION

3.1 Results

The scenario for improving learning activities in cycle 1 created by the author is that the author conveys the learning objectives and conveys the topic or lesson material. Then the author begins the lesson by stimulating with ice breaking. The author directs students to watch the learning video that is shown, then students are asked to observe the pictures in the textbook and the media brought by the author. Next, in the core activity, divide students into 4 groups based on their interests, methods and readiness to learn. Then the author directs students to discuss plant body parts and their functions, so that students are enthusiastic about participating in learning. Next, the author invites each group to present the results of their respective group discussions in front of other groups. After all groups presented the results of their respective group discussions, the author and students came to conclusions together. During the observation activities, the author found several conditions that still needed to be improved, including the use of teaching aids that were less diverse and not optimal, and there were still students who were less active in discussion activities because they did not suit the students' interest and readiness to learn. The methods used were not optimal. This is then used as a note in the reflection activity to be noted and needs to be corrected in cycle 2.

The scenario for improving learning activities in cycle 2, created by the author, is that the author conveys the learning objectives and writes the topic or lesson material on the whiteboard. Then the author starts the lesson by stimulating with icebreakers so that students are motivated to dig deeper into the material. The author shows a learning video. Students are asked to observe carefully. Based on the picture, the author guides students to find and name the body parts of plants properly and correctly. Next in the core activity, the author divides students based on their interests, methods and readiness to learn. Then the author directs students to discuss the parts of the plant body and their functions using the Problem-Based Learning method, so that students are more motivated to follow the entire learning series. Next, the author invites each group to present the results of their respective group discussions in front of other groups. After all groups presented the results of their respective group discussions, the author and students came to conclusions together. Then, students are asked to do an evaluation that has been prepared by the author.

In cycle 1 the number of students who reached the KKM was 78.26% or 13 out of 21 students. In cycle 2 the number of students who reached the KKM was 91.30% or 18 out of 21 students. This means that there was an increase in learning outcomes from cycle 1 to cycle 2 by 13.04

3.2 Discussion of each Cycle

Based on the research results, there is a significant increase in learning outcomes through the Problem-Based Learning method. This can be seen in the students' achievement scores in each cycle. In cycle 1, it was seen that there was an increase in student learning outcomes to 78.26%, meaning that there were 13 people who reached the KKM out of 231 students. And after improvements were made to Teaching Module 2, there was a significant increase in results, namely 91.30%, or 18 people who reached the KKM out of 21 students. The use of more diverse teaching aids (Permatasari et al., 2024) and teaching methods (Hasibuan et al., 2025) is quite meaningful in increasing students' motivation to explore learning material in more depth, so that learning outcomes can be improved .

The Problem-Based Learning (PBL) method is a learning model that develops active learning methods by paying attention to students' interests and learning readiness so that it can improve student learning outcomes. If the Problem-Based Learning learning method can accommodate students' readiness and interest in learning, then there will be a significant increase in student learning outcomes, as seen in this research. Of course, the use of various and maximal teaching aids can help students make discoveries. Based on their interests, methods and readiness to learn, the author directs students to discuss plant body parts and their functions using the Problem-Based Learning method, so that students are more motivated to follow the entire

learning series. Next, the author invites each group to present the results of their respective group discussions in front of other groups. After all groups presented the results of their respective group discussions, the author and students came to conclusions together. Then, students are asked to do an evaluation that has been prepared by the author.

4. CONCLUSION

Based on the significant student learning outcomes achieved in the learning improvement activities carried out, it can be concluded that the application of the Problem-Based Learning model can increase student interest and learning outcomes in science content in class IV of SDN Sekokat for the 2022-2023 academic year. There are several strengths and weaknesses that the author found from the learning improvement activities that have been carried out. The advantages include, among other things, it can raise students' curiosity to be more enthusiastic about digging deeper into the subject matter, students learn to find out information for themselves and this will last a long time, learning activities become more active because learning activities are student-centred. Meanwhile, the weakness of the Differentiated method found by the author in this learning improvement activity is that the Problem Based Learning method is limited in time which causes teachers to be more careful in mapping time both in the assessment mapping and in the learning process, as well as arranging different group assignments for each group based on interest and readiness to learn. .

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