

Application of the Problem Posing Approach to Improve Thematic Learning Outcomes of Class V A Students at SD Negeri 014 Rambah

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Abstract, This study aims to improve student thematic learning outcomes through the application of the Problem Posing approach. From the initial research data, student learning outcomes are still low, as evidenced by 19 students only 36.85% of students who complete and 63.15% of students do not complete below the KKM 75 that has been set by the school. This type of research is classroom action research conducted in 2 cycles, consisting of planning, implementation, observation and reflection. The subjects of this study were fifth grade students of SD Negeri 014 Rambah. Data collection techniques using tests and observations. The research instrument used observation sheets and learning outcomes test questions. The results showed that after doing research on learning outcomes in the first cycle of meeting 1 obtained 63.16% of students completed, in the first cycle of meeting 2 increased to 79.95% of students who completed, in the second cycle of meeting 1 obtained 84.2% of students completed and at cycle II meeting 2 increased to 89.48% of students completed. It can be concluded that the research on the application of the Problem Posing approach to Improving Thematic Learning Outcomes of Grade V Students of SD Negeri 014 Rambah is said to be successful.

Keywords : Problem Posing, Thematic Learning Outcomes

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I. INTRODUCTION

Education aims to humanize humans and develop the potential that exists within humans themselves. Learning activities are the most basic activities in the educational process.

Tirtarahardja and Sulo (2012) state that the target of education is human beings which contain many aspects and are very complex in nature. Basically elementary school students (SD) are in a phase of development of thinking that is still holistic,

likes to play, always imitates others, habits that arise as a result of activities that are often carried out. In addition, elementary school students have very high memory. Afrilia, et al (2014) stated that "thematic learning is very necessary, especially for elementary school, because at this level students live their experiences in totality and do not understand the separation of a concept from the information obtained".

Implementation of the 2013 curriculum at the elementary level is directed to use integrated thematic learning.

Thematic learning is a combination of several subjects linked in one theme which will be delivered to students in a series of materials. The conceptual link between the subjects to be studied will form a scheme, so that students will gain completeness and completeness of knowledge. The application of thematic learning in elementary schools requires learning that is integrated between one subject and another, even with students' daily lives. Haryati (2016) says "thematic learning is very suitable to be taught to elementary school students, especially lower grades because at this stage the child still thinks holistically, meaning that the child still understands something as a whole, not separately. But in reality, the thematic learning objectives that have been determined, may not necessarily work as expected if the teacher is not good at dealing with learning that can make students active, creative, critical and happy in learning. In fact, the opposite is true, students tend to get bored participating in learning because it is too loaded with subject matter, takes up too much time which results in students becoming passive, tired of participating in learning because it demands more consistent thinking. The importance of

knowing the learning outcomes obtained by students, in this study will look at student learning outcomes in thematic learning, because with increased learning outcomes, it means that students are able to understand the material presented by the teacher, thereby achieving learning objectives. Learning outcomes in thematic learning for each student are things that need to be improved, because in thematic learning it is more directed to student activity. Learning outcomes are the appearance of the learning and learning processes that have been carried out, the better the learning process is carried out, the better the learning outcomes obtained. (Rinja Efendi, 2019a) As expected conditions in each thematic learning will have an impact on students' ability to understand the material taught by the teacher, so that later student learning outcomes will be better and reach the KKM that has been set.

The results of observations made on February 24 2022 at SD Negeri 014 Rambah in the thematic learning of class 5 A showed that the score for the thematic test on theme 4 (Various Jobs) for class 5 A students of SD Negeri 014 Rambah was still far from the KKM of 75 that had been set, out of 19 students 12 students are under the KKM of 63.15% while the number of students who complete is only 7 students or 36.85%. By knowing the learning outcomes

that are still relatively low, the researcher also tries to look at the existing symptoms such as: 1) students still do not master the learning material, 2) students still cannot understand the learning material, 3) as many as 13 students or around 68.42% still some don't do the assignments given by the teacher, 4) students still don't pay attention to the teacher in delivering learning material, 5) students still often go in and out without any clear reason. The purpose of this study is to determine the application of the approach Problem Posing to improve thematic learning outcomes of class V A students at SD Negeri 014 Rambah

II. RESEARCH METHODS

Research This type of research is Classroom Action Research (CAR) with the cycle method. One cycle consists of planning (planning), implementation / action (action), observation / observation (observation) and reflection (reflection). Each cycle is carried out in accordance with the changes to be achieved. This research will be carried out in 2 cycles. Cycle I and cycle II each consisted of 2 learning meetings and 1 formative test. PTK is research in the field of education, which is reflective in nature by carrying out certain actions in the classroom with the aim of improving and enhancing the quality of learning in a professional manner. PTK is

an examination of learning activities in the form of an action.

The subjects in this study were all students of class V A at SD Negeri 014 Rambah T.A. 2021/2022 with a total of 19 students, 7 female students and 12 male students. The data collection technique in this study was carried out by giving tests to find out the students' thematic learning outcomes at the end of the cycle. Observational data were obtained from observations made by observers when learning was carried out. The data analysis technique in this study is a quantitative data analysis technique. The following describes the data analysis techniques for each research instrument: If the data has been collected through observation, the data is processed using the Sudjana formula (2012) as follows:

$$P = \frac{N}{N} \times 100\%$$

P = % Description:

F = Frequency of teacher activity and Student

N = Maximum score of teacher and student activity

P = Percentage number

100% = Fixed Number

Data collection was obtained through individual supervision techniques by the school principal and individual techniques and teacher abilities. The analysis technique

in this study using correlation analysis is used to test whether there is a relationship between the implementation of individual supervision techniques by the school principal (X) and the improvement of the teacher's work ability in the teacher learning process at SDN 009 Tambusai Tambusai District Roka Hulu Regency (Y)

III. RESEARCH RESULTS AND DISCUSSION

Initial test data (pre-test) were obtained from procuring teaching tests for teachers of all fields of study in their respective classes. This test was carried out before the teacher became acquainted with the competency-based curriculum. The initial test results are neat and easy to read, presented in the following table.

Table 1. Learning Outcomes Before Action

Complete	Not Complete
7 people	12 People
36.85%	63.15%

From the data in Table 1 above, it can be seen that the learning outcomes of students in class V SD Negeri 014 Rambah before conducting research actions still need improvement in order to achieve the expected learning outcomes. In this case the researcher conducted classroom action research on fifth grade students at SD

Negeri 014 in 2 cycles consisting of 4 meetings, with 2 meetings in each cycle.

Table 2. Recapitulation of Cycle 1 Learning Outcomes

No	Meet	Cycle	
		Complete	Not Complete
1	Meeting 1	63.16%	36.84%
2	Meeting 2	79.95%	21.05%

Based on table 4.8 above, of the 36 students who achieved complete learning outcomes in cycle 1 meeting 1, there were 12 students at 63.16%, while the complete learning outcomes in cycle 1 meeting 2 were 15 students at 79.47%. By knowing the results of the recapitulation of learning outcomes, it shows that there has not been a significant increase in learning outcomes. teacher activity carried out in cycle 1 meeting 1 was 60% and meeting 2 which was carried out was still 80%. By knowing the results of the recapitulation of the teacher's activities, it shows that the teacher still needs to prepare and evaluate readiness to carry out learning. student activity carried out in cycle 1 meeting 1 was 75.78% and meeting 2 which was carried out was 76.84%. By knowing the results of the recapitulation of student activities, it shows that there is a need for

good management of learning and mastery of the material.

Table 3. Recapitulation of Cycle 2 Learning Outcomes

No	Meet	Cycle	
		Complete	Not Complete
1	Meeting 1	84,22%	15,78%
2	Meeting 2	89,48%	10,52%

The table above shows that of the 19 students who achieved completeness in cycle 2 meeting 1 learning outcomes, 16 students totaled 84.22%, while the complete learning outcomes in cycle 2 meeting 2 were 17 students at 89.48%. By knowing the results of the recapitulation of learning outcomes, it shows that there has been a significant increase in learning outcomes. The table above shows that teacher activities are carried out in cycles 2 meeting 1 was 100% and meeting 2 which was carried out had reached 100%. By knowing the results of the recapitulation of the teacher's activities, it shows that the teacher has carried out the activity in accordance with the steps that have been determined. The table above shows that student activities carried out in cycle 2 meeting 1 were 82.10% and meeting 2 was carried out at 88.42%. By knowing the results of the student activity recapitulation, it shows that

the activities carried out have reached the set indicators.

IV. CONCLUSION

Based on the results of research that has been carried out in two cycles by applying the Problem Posing approach to improve student learning outcomes in class V thematic learning SD Negeri 014 Rambah, it can be concluded that there was an increase in the activity of teachers and students by applying the Problem Posing approach, explained as follows: Teacher activity in learning activities with the application of the Problem Posing approach in cycle I meeting 1 was 60% in the "Less" category and meeting 2 was 80%, so it still needs to be improved in cycle II. In Cycle II the teacher's activity has obtained a score of 100% in the "Very Good" category and at meeting 2 the score is obtained by 100% in the "Very Good" category the teacher has carried out the learning process well, and the teacher has carried out all stages in applying the Problem approach Posing. While the average student learning activity in cycle I meeting 1 score obtained was 75.78% in the "Enough" category then continued in meeting 2 the student activity score had reached 76.84% in the "Enough" category. Cycle II meeting 1 student activity scores increased by 82.10% and at

meeting 2 student activity scores reached 88.42% in the "Good" category

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