



IMPLEMENTATION OF STUDENT-BASED HISTORY LEARNING MEDIA THROUGH A PROBLEM-BASED LEARNING APPROACH AT DISMA

Satrio Pemungkas^{1*}, Intan Desika Sari², Agus Susilo³

Universitas PGRI Silampari Lubulinggau^{1,2,3}

¹ satriopemungkas207@gmail.com, intandesikasari33@gmail.com²
, agussusilo4950@gmail.com³

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Abstract

Implementation is one of the activities or actions that are planned and made in detail to obtain a certain goal, and learning media is a tool in learning and teaching activities intended to convey messages from teachers to students in the effectiveness of learning and teaching. *Problem-based learning* is a learning approach that uses world problems or a real project in solving problems as a context for thinking critically in problem-solving skills in obtaining new information. This study uses a qualitative method in the form of a literature study by finding various relevant sources, reading them, and evaluating them. The results of this study, namely: (1) Definition and characteristics of *problem-based learning* which characteristics include orientation, student-centered, and interdisciplinary, (2) Implementation of *problem-based learning*, (3) The role of educators in the implementation of *problem-based learning* with competencies that must be possessed by educators and obligations for the application of *problem-based learning*, (4) The advantages and disadvantages of *problem-based learning* which focuses on students as the main object.

Corresponding Author: Satrio Pemungkas

PGRI Silampari University
Lubuklinggau

Email:

Satriopemungkas207@gmail.com

Phone:

INTRODUCTION

Implementation is an activity or action that is planned and made in detail to achieve a certain goal. According to KBBI (Big Indonesian Language Campus), implementation is that all plans have been considered perfect without any interference and problems in them. On the other hand, in terms of terminology, implementation is an activity, action, which is carried out to be able to achieve clear and planned goals.

Etymologically, implementation is an activity related to problem solving with the use of means to achieve the desired result or purpose, implementation can also be interpreted as a process of interaction in line with the actions of an individual who can build a relationship or chain that affects the policy.

As for an element in the implementation of implementation if it is to be used, among others:

1. A pre-determined or pre-planned set of activities,
2. There is a process in the implementation,
3. There are results achieved,
4. It concerns the future and the present in a specific time within a defined context.

Van Meter and Van Van Horn define implementation as a policy or action taken by individuals to achieve certain goals based on wise decisions. Meter and Horn also state that implementation has 6 variables that form a link between policy and performance, namely:

1. *Standards and Objectives*,
2. *Resources*,
3. Characteristics of the organization that carries it out,
4. Inter-organizational communication and recruitment activities,
5. Attitude of the implementers,
6. Economic, social and political conditions.

Learning media is a tool for learning activities that intends to convey a learning message from the teacher to his students. In the learning process, this learning media has a function as a carrier of information from the source to the recipient with the aim of achieving precise information, namely:

1. Learning media can overcome the limitations of experience possessed by students,
2. Learning media can go beyond the confines of a limited or unlimited classroom,
3. Learning media allows a direct interaction between students and the environment around them,
4. Learning media produces a diversity of observations,
5. This media can motivate students to learn,
6. Media provides a wide range of experiences from the obvious to the abstract.

The use of learning media can become more standardized if each student or learner sees, listens through the media that has been used, although teachers can do this in the context of interpreting different learning content, with the use of diverse media this interpretation can be reduced so that the

information obtained can be perfect for students and as a basis for further study, practice.

Learning can be interactive if an attractive learning theory and well-accepted psychological principles are applied which can lead to student participation, feedback and embodiment in learning. The role of the teacher can also be positively transformed and the burden of repetitive explanations of content can be gradually removed so that he or she can focus on other important aspects of the teaching and learning process.

METHODOLOGY

This article uses a qualitative method in the form of a literature study by evaluating data in existing books for the completeness of this article. Qualitative literature study is a research method that uses various library sources, such as books, journals, scientific articles, and so on, to obtain data and information relevant to the research topic. The data collected is then analyzed qualitatively to produce an in-depth understanding of the phenomenon under study (Sugiono, 2015).

The first stage, in this process, is to collect the data needed for the article by reading several literature sources related to the implementation of student-based historical learning media through the *Problem Based Learning* approach. The second stage evaluates the data (books and journals) that have been read in the first stage, where the collected data are re-read which are included in the criteria for this journal. The last stage is writing a scientific journal from the sources that have been evaluated in the second stage in the main results and discussion.

RESULTS AND DISCUSSION

Definition and Characteristics of *Problem Based Learning (PBL)*

Problem-based learning is a learning approach that uses a real-world problem or a real project in solving a problem as a context for thinking critically in problem-solving skills and for acquiring new and essential knowledge of the subject matter that has been done which results in project work. This project work is a form of outcome that contains complex and diverse tasks based on questions and problems that have been answered in order to make decisions, conduct investigative activities, and work independently or in groups.

Sudarman defines *problem-based learning* as an approach that uses problems around and in the world as a context for students to learn about critical thinking and skills in solving essential problems, in addition to explaining the definition, there are also characteristics, namely:

1. Orienting students to problems that have been determined by educators about what has happened, either about aspects of life that exist in the community itself or are directly involved in it,
2. Centered on students as learners, because students must be able to find and solve existing problems and conclude them based on their ideas and ideas,
3. Creating interdisciplinary lessons, in PBL activities carried out of course not only in the intended subject but must be able to mix one science with another,

4. Investigations that are integrated with the real world in the context of the specified problem can create new experiences for students in problem solving,
5. Produce products and present them where students are expected to find solutions to solve the specified problems to produce products that can be presented well,
6. Teaching students to be able to apply the knowledge learned in their lives for the long term,
7. Cooperative learning involves working in groups and accepting all differences,
8. Produce a product that can be published by performing a demonstration that can represent the solution that has been found.

Implementation of Problem Based Learning (PBL)

In its implementation, of course, it needs a way to make it easier to do what has been determined to achieve the specified goals. Of course this must have the right learning approach, and education personnel can also understand how to achieve this. Therefore, the right learning approach is very important in its role in the learning approach, especially in history subjects, both compulsory and specialized, in order to get a starting point or point of view for students in the learning process, which there are various references to processes that are still general in order to become terroristic.

Competent history learning must be able to aim at forming the right identity and critical thinking skills for students, of course this requires using the right learning model such as PBL to achieve the desired goals and the right indicators in the ongoing history learning process.

The construction of historical learning through the PBL approach requires the right function and purpose of historical learning according to the predetermined context, through PBL it can make students think critically about the social problems faced which are increasingly complex in the future. The way to implement it is:

1. Recognizing the Problem

The implementation of the approach must start from building critical awareness of the problem to be solved, for example in learning Indonesian History of the controversial Darwinian theory. At this stage students must be able to grasp the problem for what is expected.

2. Formulating the Problem

In the next step, namely problem formulation, after presenting material that contains problems and students are able to capture what has been the problem, an educator must be able to help the participants in formulating the specified problem. So that this can be a specific question. In this case, the ability to understand the material must be visible in order to find the priority of the problem to be solved.

3. Formulate a Hypothesis or Provisional Conjecture

In the academic world or in learning and teaching, rational and scientific thinking is required, one of which is the submission of hypotheses where after

students are able to formulate the problem, they must then be able to formulate temporary conjectures in the problems that have been determined.

4. Collecting Data

As a necessity in thinking critically and empirically, the existence of data in a scientific framework is very important, this is motivated by the hypothesis that has been formulated, so students must be able to collect relevant data so that it can be mapped and arranged neatly.

5. Testing the Formulated Hypothesis

Based on the stages of data collection that have been carried out, it is hoped that students can test the hypothesis that has been formulated so that it can be rationally and empirically appropriate and not get hung up on other hypotheses.

In determining the choice of this final stage solution is to choose one of the solutions taken from hypotheses that are empirical and rational, thus the expected ability can be created, namely choosing alternative problem solving wisely.

The Role of Educators in the Implementation of Problem Based Learning (PBL)

Educators in PBL are very important so that the implementation stages run smoothly and there is no interference whatsoever, an educator must also have a sense of responsibility in teaching his students, so an educator must be able to be progressive and productive in learning and teaching that takes place not just fixated on a sense of security and eating blind salaries. To improve the quality of knowledge in order to have the right progressive, an educator must be able to have broad knowledge and be able to carry out his duties and functions as a good educator.

Educators are second parents at school who have various roles to create a good personality and character and be able to compete. To be able to achieve this, educators must have competence, including:

1. Personal competence, where an educator must have a good personality in behavior and speech,
2. Professional Competence, meaning that an educator must have knowledge that is in accordance with the field being taught, the educator must also master the subject, the right learning model for the students,
3. Social Competence, an educator must be able to establish good communication between him and his students, educators with educators and with the community environment. It is also expected that by establishing this, the learning objectives will be achieved,
4. Pedagogic competence, meaning how an educator has skills in teaching, educators must also be able to create a conducive environment and learning that is efficient and effective, fun and varied for their students.

In addition, there are also obligations of educators in the implementation of PBL implementation, namely:

1. Educators must be able to define the material, design, and present the problem in front of students so that they can understand what has been

explained as a rough description of the type of problem that has been determined,

2. Assist learners in understanding the problem that has been explained and provide guidance on how to solve the problem,
3. Educators must be responsible in terms of directing students to understand a problem,
4. Educators are able to assist in solving problems that cannot be understood by students and form a group by making an agreement with students so that it is fair, and accommodate presentation activities for the results of problem solving that have been completed,
5. Assessing the problem-solving process, and assessing the products of the reports that have been completed either in presentation or other matters.

From the explanation above, it follows that the implementation of a PBL approach in educators is inseparable from the competencies that have been obtained which must exist within the educator. In the learning process, educators are not as stimulating students in a problem but also participate in guiding the process to be more organized in these activities.

Advantages and disadvantages of Problem Based Learning in its implementation

The advantages of *problem-based learning* in its implementation are as follows:

1. Students will be able to face problems and challenges that are not only related to learning but in life in their own community,
2. Build up a high sense of solidarity and get used to discussing with friends or others in the community,
3. Challenging students' ability to be more sensitive to the problems around them and find new satisfaction in knowledge within themselves,
4. Assist students in developing the ability to think critically and also take responsibility for the learning that has been done rationally or empirically,
5. Providing a new opportunity to apply the knowledge gained to the real world will encourage interest in learning even when formal learning has ended.

After the advantages that have been explained, there are weaknesses in *problem-based learning* during its implementation, namely:

1. If the learner does not have a high interest in his confidence that he can solve the problem being studied, then it creates a sense of reluctance to try because he is afraid of being wrong and scolded,
2. Without understanding why they should try to solve the problems they have just learned, they will be reluctant to learn what they want. This means that the benefits of problem solving need to be explained,
3. In the process of implementation, it cannot take a short enough time, because often students still need additional time in solving the problems that have been given, and the lack of educators who understand this method greatly affects the effectiveness of student learning itself,
4. For some students, they think that without an understanding of the problem material that has been determined to get the solution to the problem, why

should they put effort into it, they just want what they have learned not what has been given by the educator,

5. For PBL, it is sometimes costly in terms of time or outside learning activities that are very difficult to monitor individually.

CONCLUSION

The implementation of *problem-based learning* for the historical approach is inseparable from the characteristics of PBL which must focus on students both in orientation, creating interdisciplinary between one science and another and the investigation in solving problems must be integrated with the real world and must be practical in order to produce the desired product that is neatly structured cooperative. In its implementation, it must also pay attention to the awareness of the problem to be determined to build critical awareness, formulate a problem that must be appropriate in solving it to fulfill a provisional hypothesis and educators must be involved in it until the hypothesis testing stage to determine the right solution idea in it.

The role of educators will also not be separated in the implementation of PBL in the history approach, where in implementing it educators must have relevant, good competencies:

1. Personal Competence,
2. Professional Competence
3. Pedagogical Competence and,
4. Socially Competent.

And also educators must be able to define, design everything for the success of the implementation and also be able to help students in understanding problem solving analysis so that they can get good results in the assessment process either in a presentation or limited to in a book that has been collected together.

The advantages and disadvantages of PBL are inseparable from the understanding of students in their understanding of PBL itself and from the educators who direct it, if successful it can cause a sense of solidarity, curiosity about new knowledge and can understand the opinions of others or their own friends. Likewise, if it is not successful, it only gives a sense of boredom and unwillingness in the students.

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