

Application of Problem-Based Learning Model at The State of 2 Majene First Middle School

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Abstract. This study presents the application of a problem-based learning model at the State Junior High School 2 Majene. This study aims to describe the methods used by teachers in the application of problem-based learning models. This study uses a quantitative approach. Data collection techniques used with interviews and documentation. Problem-based learning is a learning approach by developing critical thinking skills and problem-solving skills and is used to stimulate students' higher-order thinking. Problem-based learning makes real problems as suggestions for the learning process before knowing the formal concepts. In the application of learning in SMP Negeri 2 Majene seen in 3 aspects, namely; characteristic aspects, aspects of the nature of the strategy and aspects of the stages in the strategy. These aspects illustrate that the implementation of problem-based learning strategies in SMP Negeri 2 Majene has been going well.

Keywords: Problem-Based Learning, State Of 2 Majene First Middle School

1 Introduction

In the implementation of the problem-based learning model, students' understanding is obtained through interaction with problems and learning [1]. Students who are involved in the process of investigating problems stimulate the development of cognitive abilities because students' knowledge develops through discussion and evaluation of thinking through a collaborative process [2][3]. Problem-based learning model is a learner-centered learning that is concerned on the learning process of students and what they do and achieve [4].

Teachers are expected to emphasize low-level thinking skills to learning higher-order thinking or critical thinking skills [5].

The learning process that tends to be teacher learning does not run well and is active. The learning method does not pay attention to the metacognitive abilities of students. Aspects of metacognition receive less attention by teachers and the current trend of learning is to assess results not on the learning process [6].

Problem-based learning helps teachers to demonstrate and clarify ways of thinking and the richness of the cognitive structures and processes involved in them. Problem-based learning optimizes goals, needs, motivations that direct a learning process that accommodates problem solving cognition. The problem given must be meaningful and relevant. From the explanation of some of these thoughts, it can be deduced that in implementing problem-based learning strategies, teachers at SMP Negeri 2 Majene need to choose learning materials that have problems that can be solved. The application of problem-based learning strategies at SMP Negeri 2 Majene is expected to prioritize the state of the learning process where the teacher is tasked with assisting students in achieving independence in solving problems faced by students in learning.

2 Research Method

This research is quantitative research. The data collection technique uses an indirect observation

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technique with a questionnaire on the application of problem-based learning strategies. Direct communication using an interview guide.

3 Results and Discussion

One solution in increase the quality of education is to change conventional learning methods to innovative learning, one of which is the application of problem-based learning models. So far, teachers have paid less attention to aspects of the ability of students to solve cases originating from learning themes. Likewise with aspects outside of academics that have a negative impact on life, for example, students consume illegal drugs because they are unable to solve the problems they face [7]. Problem-based learning offers freedom in learning, students are hopefully to be indulging in a research activity that need them to know problems, collect data, and use data for problem solving [8].

Problem-based learning is an attempt to establish a process of understanding this a subject in the entire curriculum [9]. To implement a problem-based learning model, teachers need to choose learning materials that have problems that can be solved [10]. Problem-based learning strategies are a series of learning activities that emphasize the process of solving scientific problems [11].

At SMP Negeri 2 Mejene there is still a gap between the real situation and the expected conditions. In the learning process, the material is only limited to material sourced from books, not based on contextual events in accordance with the applicable curriculum. While in problem-based learning strategies can be through group activities, namely; 1) identifying the problem, 2) diagnosing the problem, 3) formulating alternative solutions, 4) determining and determining the strategy of choice and 5) evaluating [12]

The objectives of the training in the application of problem-based learning strategies in SMP Negeri 2 Majene are as follows; 1) the teacher's inability to guide students in finding gaps in everyday life. 2) Teachers are not able to formulate subject matter in the form of topics as a solution in solving a problem for students, 3) teachers are not able to formulate hypotheses as a scientific thinking process which is a combination of deductive thinking, so they cannot create students who can determine the cause as a result of the problem to be solved, 4) the teacher can create students who are able to collect relevant data, select and map and present it from a variety of views that are easy to understand, 5) the teacher can create students who can examine the data as well as discuss it to see the relationship that exists. will be studied, so that students can draw conclusions, 6) teachers can create students who can choose problem solving options. The stages of learning with problem-based learning strategies at SMP Negeri 2 Majene are as follows:

Tabel 1. The stages of learning with problem-based learning strategies

Stage 1: Organizing students to problems	The teacher informs the learning objectives, describes important logistical needs, and motivates students to involves in problem- solving activities of their own choosing.
Stage 2: organize students to learn	The teacher helps students specify and manage learning duty related to the problem
Stage 3: assist with independent and group investigations	The teacher pushed students to garnered appropriate information, carry out experiments, seek explanations, and solutions
Stage 4: developing, presenting the works and	The teacher helps students in planning and preparing appropriate works such

Adapted from Trianto [13] [14]

From the description it is concluded that the problem-based learning model is a model that begins with group activities with case reading activities, determining the most relevant problems with learning objectives, formulating problems, making hypotheses, identifying sources of information, discussion and division of tasks, reporting, discussing solutions. problem. The main factor in implementing problem-based learning is the formulation of existing problems and placing the problem as a key in the learning process.

Teachers at SMP Negeri 2 Majene can apply problem-based learning models, when they intend to develop students' rational thinking skills, namely the ability to analyze situations, apply knowledge so that students not only remember the subject matter but also increase students' intellectual and inquiry growth [15].

Researchers distributed a questionnaire containing 20 questions related to the implementation of learning strategies by teachers at SMP Negeri 2 Majenen. These questions are divided into 3 aspects of the problem learning strategy. From the results of data collection, it was found that; (1) the characteristic aspect of problem-based learning is 86.81%, (2) the nature aspect of problem-based learning strategy is 93.62%,

(3) the stage aspect in problem-based learning strategy is 91.32%. From these results, it is concluded that the percentage of implementation of learning strategies based at SMP Negeri 2 Majene is in the very good category with a score of 90.58.

These results indicate that teachers at SMP Negeri 2 Majene have implemented a problem-based learning model well based on aspects and indicators. Basically, the application of the right strategy affects the understanding of students' learning materials. In addition to increasing motivation, interesting strategies can also increase the effectiveness of the learning

4 Conclusion

At SMP Negeri 2 Mejene there is still a gap between the real situation and the expected conditions. In the learning process, the material is only limited to material sourced from books, not based on contextual events in accordance with the applicable curriculum. In the application of learning in SMP Negeri 2 Majene seen in 3 aspects, namely; characteristic aspects, aspects of the nature of the strategy and aspects of the stages in the strategy. These aspects illustrate that the implementation of problem-based learning strategies in SMP Negeri 2 Majene has been going well. These results indicate that teachers at SMP Negeri 2 Majene have implemented problem-based learning strategies well based on aspects and indicators. Basically, the application of the right strategy affects the understanding of students' learning materials.

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