



Students' Perceptions of the Implementation of Problem-Based Learning Models in Social Studies Subjects

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abstract

This study aims to explain the implementation of the Problem Based Learning (PBL) model and analyze students' perceptions of the application of the problem-based learning model in Social Sciences (IPS) subjects in grade VII of Al Hikmah Junior High School. This study uses a qualitative approach with a phenomenological type that focuses on students' experiences and perceptions while participating in problem-based learning. The research subjects consist of social studies teachers and class VII students who have participated in learning with the PBL model. Research data was collected through observation, in-depth interviews and documentation. Data analysis was carried out interactively through the stages of data reduction, data presentation, and conclusion drawn, while the validity of the data was obtained through triangulation of sources and techniques. The results of the study showed that the implementation of PBL was carried out in several stages, namely teachers prepare lesson plans and materials, provide problems related to students' daily lives, form groups, direct students in discussion and problem-solving activities, ask students to present the results of discussions, and evaluate learning. Students' perception of the application of PBL tends to be positive, students find learning more interesting, help understand the material, encourage cooperation, increase activeness in discussions, and provide opportunities to express opinions. However, some students still experience obstacles in the form of lack of confidence, lack of activity in discussions, dependence on group members, and difficulty understanding the material independently. These findings show that the application of PBL can be an alternative to social studies learning that is more interactive and contextual because it connects the material with problems that are close to students' lives. Therefore, teachers need to provide appropriate guidance and assistance during the discussion process so that all students can actively participate in problem-based learning.

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1. Introduction

Problem-based learning is an alternative learning approach in the 21st century. Education is not just about preparing for the future, but also about how we create the future, education must be able to shape critically thinking and creative individuals [1]. Through problem-based learning, students are trained to actively find solutions to problems. Thus, the learning process becomes more meaningful and relevant to learning needs [2].

The learning model is an important component of the learning process at the junior high school stage because this phase is a transition period from children to early adolescence, where students' emotional and social development takes place very quickly [3]. At this stage of transfer, students begin to be able to think more logically, critically, and abstractly, but students still need guidance from the teacher and a clear learning structure.

The right learning model can help teachers manage the classroom effectively, adapt the material to the characteristics of the students, and create an active and meaningful learning atmosphere [4]. By using the right learning model, students not only receive information passively, but also engage directly in the learning process through discussions, group work, problem-solving, and collaborative activities that can improve conceptual understanding and higher-level thinking skills [5].

In this case, the research looks for previous research that serves as a support for the presentation of material that is appropriate to the problem to be researched. Hybrid learning is considered quite effective. Students have a sufficient understanding of hybrid techniques, but understanding of social studies materials is still lacking because social studies are contextual and require direct interaction with teachers. The supporting aspects are relatively good, but the main obstacles are boredom, quota costs, and networking. In general, students' perceptions of hybrid learning in social studies are categorized as adequate [6]. With these differences, the previous study focused on the hybrid learning model, while this study focused on the problem-based learning model (PBL). The previous study also discussed the technological aspects and online constraints, while this study focused on the implementation of face-to-face PBL.

In addition, the application of various learning models at the junior high school level plays a very important role in increasing student involvement in the learning process, especially in the application of these models Problem-Based Learning (PBL) [7]. These junior high school students tend to feel bored easily if learning is monotonous and teacher-centered. This can be seen from how students respond to learning activities that require them to be active, cooperative, and brave in expressing opinions. If students give a good response, they are usually more likely to participate in learning activities, be more active during discussions, and be more enthusiastic in solving the given problem. On the other hand, if the student's response is not good, this can be a sign that there are obstacles in the implementation of the PBL model [8].

In learning activities with the PBL model, each student has a different experience. There are students who feel interested and become more enthusiastic because they can participate in discussions and solve problems with their friends. They usually become more active and courageous[9]. However, there are also ordinary students who participate in learning activities who do not contribute much as if they feel bored in the learning activities. In addition, there are also students



who are still less engaged, tend to be silent, and have difficulty understanding problems or lack the confidence to express their opinions.

Education is one of the important aspects of human life, especially in supporting community life. In line with the spirit of improving the quality of education, learning through application Problem-Based Learning (PBL) is one of the options to improve the quality of learning [10]. PBL is learning that focuses on case questions discussed by students while the teacher acts as a facilitator and explains the material needed to solve the problem [11].

Research on learning models in social studies has been carried out a lot. However, previous research has mostly discussed hybrid learning and the constraints of using technology. Meanwhile, this research focuses more on the application of Problem-Based Learning (PBL) directly in the classroom and looking at students' perceptions during learning. Therefore, research on PBL and student perceptions in social studies learning in grade VII of Al Hikmah Junior High School is important to be carried out [12].

Based on this, this study aims to find out the application of the Problem Based Learning model in social studies subjects in grade VII of Al Hikmah Junior High School and to find out students' perceptions of the model, especially in discussion activities, group work, problem solving, and delivery of discussion results [13].

2. Method

This study uses a qualitative approach with a phenomenological research type. The qualitative approach aims to understand phenomena based on the experiences and perspectives of grade VII students of the research subject through descriptive data in the form of words and observed behaviors. The phenomenological approach was chosen because this study focuses on revealing the meaning of students' subjective experiences towards the application of *the Problem Based Learning* (PBL) model in Social Science (IPS) learning. With this approach, the researcher seeks to understand how students interpret, feel, and provide perceptions of the learning experiences they experience while participating in problem-based learning.

The research informants were selected *purposively*, namely based on their direct involvement in PBL learning. The informants consisted of social studies teachers and grade VII students. Teachers were selected because they were directly involved in the implementation of PBL, while students were selected because they experienced the learning process directly so that they could provide information about their perceptions of the implementation of PBL. The research informants were selected objectively, namely based on the consideration that they had experience and information relevant to the focus of the research. Data were collected through observation, in-depth interviews, and documentation to obtain a comprehensive picture of the implementation of PBL and students' perceptions of the application of the model.

Data analysis was carried out interactively through the stages of data reduction, data presentation, and conclusion drawn. Data validity was obtained through source triangulation and triangulation techniques by comparing observations, interviews, and documentation [14]. Through this procedure, it is hoped that valid data can be obtained so that it can describe in depth students'

experiences and perceptions of the application of the model *Problem-Based Learning* in social studies learning.

3. Results

3.1. Application of Problem-Based Learning Model in Social Studies Subjects

The application of the Problem Based Learning (PBL) model in grade VII is carried out through several stages. The teacher first provides problems that are close to the students' daily lives, such as waste problems and environmental cleanliness. After that, students are divided into several groups to discuss and find solutions to the problems given. During the activity, the teacher provides direction and helps students when they experience difficulties. After finishing the discussion, each group presents the results of their discussion in front of the class. At the end of the lesson, the teacher and the students discuss and evaluate the results of the activities that have been carried out. With these stages, students are directly involved in understanding the problem, discussing, finding solutions, and conveying the results.



Figure 1. Problems Given

3.2. Students' Perceptions of Problem-Based Learning Models

The exposure of data on students' perception of the application of the problem-based learning model was obtained based on the results of observations, interviews, and documentation during the social studies learning process in grade VII. Perception in this study is seen from three components, namely affective, contive, and cognitive. These three components are interrelated in showing how a person understands, feels, and responds to an object or experience [15]. The three components interact with each other and are consistent with each other. So, there is an internal organization between the three components.

Student perceptions in this study are related to how students perceive learning process activities in the classroom using a problem-based learning model. Based on the results of the research that has been conducted, some students give a good response to the application of a problem-based model, some also give the opposite response to the problem-based model. Here are students' perceptions



based on three categories of perception; affective component, conative component, and cognitive component.

3.2.1. Affective Components

The affective component shows the emotional aspects that the informant has, such as the individual's feelings, attitudes, acceptance, and response to a certain condition or experience. This aspect explains how the informant assesses and feels the situation faced based on personal experiences and the surrounding environment. Based on the results of the interviews that have been conducted, some data and statements of the informant are obtained that reflect:

"What do you think about learning social science with group activities in class?"

"If I study in a group, I am happy because I don't learn to find answers on my own, which is done in a group and can discuss with friends" Putri, 12 years old, (grade VII student of Al Hikmah Junior High School)

A statement from a student named Putri, she said that she enjoyed studying in groups because she could discuss and find answers with friends. This clearly shows that she is happy, besides that she also understands that the group study activities are helpful, she is also involved in the discussion of group activities.

3.2.2. Conative Components

The conative component describes the tendency of the informant's behavior, actions, and intentions in responding to a certain condition or problem. This aspect shows how the attitude and thinking of the informant are manifested in the form of real actions and the desire to act based on the situation being faced. Based on the results of the interviews that have been conducted, several informant statements are obtained that reflect the existence of the contingent component, as explained below:

"How to learn social sciences in grade VII, then what is social science learning usually like in grade VII, has there ever been learning that involves problems such as group learning?"

"Before doing learning, I make a lesson plan first and prepare lesson materials, examples of problems that often occur in the community, for the media used usually use pictures, package books, whiteboards, for group division I use the calculation method that starts from the front bench" (Mrs. Maisyaroh, S.Pd. (social science teacher of SMP AL HIKMAH))

Statements from Mrs. Maisyaroh before teaching in class make lesson plans, prepare materials, look for examples from daily life, and prepare media such as pictures, books, and whiteboards. She also arranges group divisions.

3.2.3. Cognitive Components

The cognitive component shows the aspects of the informant's knowledge, understanding, and views on a certain condition or problem. This aspect describes how the informant obtains information, understands, and interprets information based on their experience and knowledge. Based on the results of interviews that have been conducted, several informant statements are obtained that reflect the existence of the cognitive component[16], as shown below:

"Isn't it common before group learning is implemented, there are problems given to students, so what kind of problems are given to mother students?"
"I give examples of problems that are close to students' lives, such as garbage or the cleanliness of the village environment, so that they can easily understand. I don't emphasize environmental diversity, so from the beginning I direct them to group work, and I say that each one should have a task. So indirectly, they will learn and help each other. So I only give directions at the beginning, others are the ones who set it. But I often emphasize that the best results can be achieved if you work together" (Mrs. Maisyaroh, S.Pd. social sciences teacher at Al Hikmah Junior High School)

If you look at the two statements of Mrs. Maisyaroh, she actually explained how the teacher teaches in the classroom and arranges group work in the classroom.

In the first statement, he said that when teaching, he usually gives examples of problems that are close to students' lives, such as garbage or cleanliness in the village. The goal is to make it easier for students to understand. This shows that teachers think of the right way so that students can understand faster, so that they not only teach, but also adapt the material to the students' daily lives. He also explained that from the beginning he directed students to work in groups and divide their respective tasks. After that, students are left to organize themselves, while teachers only give directions at the beginning. He also emphasized that good results can be achieved if students work together.

4. Discussion

4.1. Implementation of Problem-Based Learning Model

Based on the results of the interview with Mrs. Maisyaroh as a social science teacher in grade VII, it is evident that before teaching, the teacher prepares lesson plans and also lesson materials including questions that will be given to students, examples of problems explained to students are taken from students' daily activities in the community. This is in line with Salsabila Putri Sulistiyani, that in preparing teaching materials for learning is directed at ease of learning, learning is an effort for students to learn, and learning design is the arrangement of these efforts so that learning behavior emerges [17].

Based on an interview with Mrs. Maisyaroh, in learning activities, teachers often use examples that are close to the students' daily lives. This is in line with Moh Sulthon, that the provision of these problems is also relevant to the theory that teachers should provide the ability for students to solve problems in their lives, which will be useful skills in the long run [13]. The goal is to make it easier for students to understand the material being studied, because what is being discussed is not something that is far from their minds, but something that they often see and experience.

In discussion and problem-solving activities in the problem-based learning model, it takes enough time. This happens because students must first understand the given problem, then discuss with their group friends, find solutions or answers, and then convey the results of the discussion in front of the class.

The Problem-Based Learning Model can encourage students' enthusiasm and make them more active in the learning process. This can be seen in this study, namely that students feel happy when doing group learning activities. According to Putri, group work makes learning easier because they can help each other and find



answers together. These findings are in line with previous research that shows that group learning can increase students' activeness, cooperation, and confidence in participating in learning.

The application of the PBL model showed that most students responded positively, although there were still some students who were not fully helped by the model. These differences in responses were influenced by the level of activity, teamwork, confidence, and understanding of the material. This is also in line with previous research that showed that not all students responded equally to the implementation of PBL.

In addition, there were positive changes in students after participating in group activities. Linda, who previously tended to be passive and shy of speaking, became more active in learning. This shows that group activities in PBL can help students become more courageous to participate and express their opinions.

The application of PBL in grade VII is carried out by providing problems related to the material, then students are divided into groups to discuss and find solutions. Thus, students not only listen to the teacher's explanations, but also get directly involved in the learning process. These findings reinforce previous research that PBL can make learning more interactive and encourage students to be active in understanding the material.

During the learning process activities, the teacher acts as a mentor who helps students when they have difficulty understanding the material and solving the problems given. Some students seem enthusiastic and active in discussing, asking questions, and expressing the opinions they find. However, there are also some students who are still less active and tend to depend on their group mates, because they do not like the activities in the learning model. In general, the application of the problem-based learning model makes the learning process more interactive and helps students better understand the material learned [18].

4.2. Student Perception

The students' perception in this study is related to how students perceive the activities of the learning process in the classroom using a problem-based learning model [19]. Based on the results of the research that has been conducted, some students give a good response to the application of the problem-based model, while some students also give the opposite response to the problem-based model.

This is in line with the findings that studying in groups can make students more compact and cooperate with each other. In addition, students become more active in learning activities, more confident, and their learning abilities can also improve [20]. Not only that, group learning also helps students practice skills that are useful in their learning in the classroom and their daily activities [21].

Based on the results of interviews with Mrs. Maisyaroh and Putri as teachers and students of grade VII on pages 56-57, before teaching, Mrs. Maisyaroh first prepares a learning plan, prepares materials, looks for examples related to daily life, and prepares learning media such as pictures, books, and whiteboards. She also regulates the division of student groups. The preparation is made so that the learning process is more directed and students can more easily understand the material through problems that are close to their lives. This is in accordance with the application of PBL which encourages students to learn through problems and work together in groups. This is in line with the fact that in preparing learning materials

that are directed to facilitate learning, learning that is an effort for students to learn and learning design is the arrangement of these efforts so that learning behavior emerges [22].

Based on the results of the interview with Mrs. Maisyaroh on page 58, it is evident that in the first statement, she said that when teaching, she usually gives examples of problems that are close to students' lives, such as garbage or cleanliness in the village, the goal is to make it easier for students to understand the material. This shows that teachers consider the right way for students to understand faster, so that learning is not only limited to the delivery of material, but also related to students' daily lives. In well-organized conditions, the planned strategy will provide opportunities to achieve learning outcomes. PBL model teaching materials can be used by teachers to help students find the results of problems [23].

The perceptions of students in this study showed that most students responded positively to the application of the PBL model, although there were still some students who did not fully benefit from the model. These differences in perceptions were influenced by students' activity levels, cooperative ability, confidence, and ability to understand the learning material. In addition, the provision of these questions is also relevant to the theory that teachers should provide students with the ability to solve problems in their lives, which will be useful skills in the long run [24].

The application of this problem-based learning model has a positive impact on the social science learning process in grade VII of Al Hikmah Junior High School. The majority of students find problem-based learning more interesting, more active, and helps them understand the material more easily. However, there are still some obstacles experienced by students, such as lack of confidence, lack of activity in discussions, and difficulty understanding the material independently during the learning process. Problem-based learning improves material understanding, critical thinking skills, cooperation, and the courage to speak in front of the class. They consider learning to be more relevant because it is related to real problems [25].

5. Conclusion

Based on the results of the research, it can be concluded that the application of the problem-based learning model in Social Science subjects in grade VII of Al Hikmah Junior High School is going well. Teachers have carried out learning stages ranging from the preparation of learning plans, presentation of problems related to daily life, group formation, to discussions and presentations. These activities encourage students to be more active in the learning process.

Students' perceptions of the application of this model tend to be positive. Most students find learning to be more interesting, help them understand the material, and improve their discussion skills and confidence. However, some students still experience obstacles such as lack of confidence, difficulty in discussing, and confusion in contributing during group work.

This study has limitations because it was conducted on grade VII students in one school, so the results have not been able to describe students' experiences at different schools or grade levels. In addition, this study focuses on students' perceptions and experiences in the implementation of PBL, so it has not discussed changes in student learning outcomes quantitatively.

The results of this research can be considered for teachers to use the PBL model in social studies learning, especially through providing problems that are



close to students' lives and group activities. Teachers also need to provide assistance to students who are still less active or less confident so that all students can be involved in the learning process. For future researchers, research can be conducted at different schools or levels and examine the application of PBL from other aspects, such as learning outcomes and students' critical thinking skills.

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Informed Consent (if applicable)

All respondents involved in this study have given consent as a form of willingness to participate after obtaining relevant information about the study.

Ethical Consent

All stages of research are carried out with reference to the principles of research ethics, the implementation of research has obtained permission from the school where the research is located.

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