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THE ANALYSIS OF PROBLEM BASED LEARNING WITH FIELD TRIP METHOD IN IMPROVING STUDENTS' LEARNING OUTCOMES IN PAYA DUA

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ABSTRACT

This study aims to describe the increase in students' learning outcomes through the use of Problem Based Learning with field trip method. The research sample consisted of 30 students in class III in science learning on plant propagation material by using observing experiments, observing the growth and development of mung beans into plants that germinate and reproducing into mung bean plants at Paya Dua Public Elementary School. This research is a qualitative descriptive research. The data collection techniques employed was tests that were analyzed by using descriptive statistics. The results of this study indicated that the average of the students' learning outcomes on plant propagation material before using the problem-based learning model with the field trip method was 71.8 with the highest score of 85 and the lowest score of 45. A total of 23 students did not complete the test score and only 7 students passed whose scored above the minimum completeness criteria for science learning. While the average score of students in science learning on plant propagation material after applying the problem-based learning model using the field trip method was 91.83 in which the highest score was 100, and the lowest was 65. The total of completeness percentage was 92%, in which 28 students with complete criteria and 2 students did not complete.

Keywords: problem-based learning, field trips, improvement, learning outcomes

1. INTRODUCTION

Learning is an evaluation process that aims to determine the learning outcomes that have been obtained by students. Learning outcomes are overall patterns of good behavior that are cognitive, affective, as well as psychomotor skills obtained by students after participating in the teaching and learning process (Harefa, 2020). Increasing or decreasing learning outcomes is influenced by several wrong aspects, including the use of only one learning model. The learning model that has been carried out by teachers is still weak, particularly because an effective learning model is a student-centered learning model Sari et al., 2022). One of the effective student-centered learning models is the Problem Based Learning model.

The problem-based learning model is a learning model that uses problems as important points or the main focus that must be solved in learning (Febrita & Harni, 2020). The problems given are real or authentic problems in everyday life. Sari et al. (2022) states problem-based learning is the interaction between stimulus and student response where a two-way relationship links between learning in the classroom and learning in the neighborhood around. The learning steps of the problem based learning model begin with problem orientation, organizing students in learning, assisting with investigative activities, developing and presenting work, as well as analyzing and evaluating the results of problem solving (Azwir et al., 2019). This means that the problems was given to students and then the students can respond by finding a way out of every problem given by the teacher.

Based on the results of observations at Paya Dua Aceh Timur Public Elementary School, the Elementary School has implemented a problem-based learning model. It can be seen that the learning outcomes of class III students, totaling 30 students in science learning, were averagely in the high category. Based on the results of observations, it can be seen that the dominant science learning process was carried out outside during practice. Therefore, the researchers took the initiative to see an increase in student learning outcomes through the problem-based learning model with the field trip method.

Field trip method or study tours is a fun learning method for students because students are invited to study outside the classroom or outdoor (Simamora, 2021). This method of teaching is carried out by bringing students to a place, by placing object outside of school to be studied or investigated, and by reviewing oudoor places, such as the surrounding environments, playgrounds, parks and so on (Putri & Kurniawan, 2020). Field trip method or study tours provide a unique new experience for students by presenting real subject matter. In the field trip, students are invited to see and observe the object being studied directly. In the opinion of Wang and Carlson (2011), a field trip is a common strategy used by educators to bring out-of-school learning experience into schools. This statement implies that field trip is a learning strategy that is commonly used by teachers to bring learning experiences that are found outside the school below into the learning process that is in school.

2. METHODS

This research is a qualitative descriptive research. Gracia and Watini (2022) state that the descriptive research method is a fact-finding with the right interpretation based on systematic, factual, and accurate data collection that looks at the relationships between phenomena. Qualitative descriptive conveys complete, regular, tiered and continuous data to produce valid, reliable, authentic and verifiable information. This research was carried out in class III natural science learning at Paya Dua Public Elementary School with material on plant propagation. The sample of this research is 30 students who were the third grade of elementary school students.

The sampling technique used was purposive sampling. The independent variable of this research is the learning model, which in this case was problem-based learning, while the dependent variable is an increase in learning outcomes. Test was used as the research instrument to find out the increase in learning outcomes. Descriptive statistical data analysis techniques was further conducted.

3. RESULTS & DISCUSSION

Based on the results of analysis and observation at Paya Dua State Elementary School Class III, it was found that before applying the problem-based learning model with field trip method, the students had low learning outcomes. The following are the results of students' learning before using problem-based learning model with field trip method at Paya Dua State Elementary School Class III in learning science on plant propagation:

Table 1. Student Learning Outcomes Before the Application of the Field Trip Method in Problem Based Learning Model

Amount	**2154**
Rate	71,8
Highest Mark	85
Lowest Mark	45
Percentage	72%

From the table above, the total number of students' learning outcomes before using the problem based learning model with the field trip method were in an average of 71.8 with the highest score of 85, the lowest 45, and the total percentage of 72%. This average score has not achieved the minimum completeness criterion score of 75, indicating that most students still score below the standard because there were only 7 students who complete the minimum completeness criterion score of more than 75. It can be concluded that student learning outcomes are still low before the application of the problem-based learning model with the field trip method.

Then the researchers analyzed the learning outcomes of students at Paya Dua Public Elementary School class III after using the problem-based learning model with the field trip method as shown in the following table:

Table 2. Student Learning Outcomes After the Application of the Field Trip Method in Problem Based Learning Model

Amount	**2755**
Rate-rate	91,8
Highest Mark	100
Lowest Mark	65
Percentage	92%

In the table above, it is shown that the average score achieved by class III students in learning natural science on plant propagation reached 91.8 with the highest score being 100, the lowest being 65, and the total percentage of completeness reach 92%. There were only 2 students who did not reach the minimum criteria score of 75, and 28 other students completed the science lesson on plant propagation. It is clear that learning after using the problem-based learning model with the field trip method increases significantly above the minimum completeness criterion value.

The results of the analysis and description above in tables 1 and 2 can be concluded that student learning outcomes have increased after using the problem-based learning model with the field trip method. This shows that the problem-based learning model with the field trip method is effective for improving student learning outcomes in learning natural sciences on plant propagation. This is because learning by using problem-based learning with field trip in plant propagation material made students more enthusiastic because it familiarized students with finding concepts and solving problems on their own. Therefore, students became independent, and the students' understanding also increased because in the learning process students were brought directly to the field or location that has been selected as a place to did field trips in which students make their own analysis related to the material being taught.

Based on the discussion that has been described, it is known that the results of this study are in line with the results of research by Ariyani and Kristin (2021) which show that students who study with problem based learning model can improve their learning outcomes. Another research conducted by Safrida and Kistian (2020) also shows that the application of problem based learning model can improve students' learning outcomes. Problem based learning model provides opportunities for students to find their own solutions to authentic problems encountered so that this provides an effective learning experience for students (Nofziarni et al., 2019).

4. CONCLUSION

Based on the description of the results and discussion of the research and analysis above, it shows that the learning outcomes of class III students at Paya Dua Public Elementary School in science learning before using problem-based learning with the field trip method were still low with an average score of 71.8 and only 7 students out of 30 students could complete and reach the minimum standard criteria score of 75. However, after they learn the materials by using problem-based learning with the field trip method in science learning, their score increased in which 28 students completed and 2 students did not complete. The results of this study indicate that the application of problem-based learning with the field trip method was effective for improving students' learning outcomes so that students are able to analyze phenomena in everyday life using the concepts they have learned. Students are able to associate the concepts that have learned with the problems encountered in everyday life in the surrounding environment.

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