ANALYSIS OF STUDENT LEARNING RESULTS THROUGH THE PROBLEM BASED LEARNING MODEL (PBL)

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ABSTRACT

A problem that often occurs in learning based on a journal analysis is that results from low study because the use of a learning models is less varied. In this case students are not directly involved in learning. To improve this, it can be done by applying a learning model, one of which is the problem based learning model. This study aims to describe the concepts, strategies, and relationships of problem-based learning models with primary school student learning outcomes. The type of research used is literature study or literature study, by analyzing research journals and books that are relevant to the title raised. The results showed that the problem-based learning model is a learning model whose application begins with giving problems at the beginning of learning to encourage student activity in participating in each learning activity in problem solving. The problem-based learning model strategy in improving learning outcomes is to divide learning into five phases including student orientation to the problem, organizing students to learn, guiding individual and group investigations, developing and presenting work, and analyzing and evaluating the problem-solving process. Learning that is guided by the steps and syntax of the problem-based learning model shows an increase in learning outcomes. This can be seen from the results of the analysis which shows the average learning outcomes of 12 journals after using the problem based learning model of 82.23. Thus there is a relationship between primary school student learning outcomes and problem based learning model.

Keywords: *learning outcomes, problem based learning model*